REPORT RESUMES

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A SURVEY OF THE EDUCATIONAL NEEDS OF SANTA CLARA COUNTY.
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SUPPLEMENTARY EDUCATION CENTER, SAN JOSE, CALIF.
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THIS EXTENSIVE REPORT DESCRIBES A COUNTYWIDE SURVEY OF EDUCATIONAL NEEDS TO DETERMINE WHAT CHANGES IN SCHOOL PROGRAMS WERE MOST NECESSARY AND WHAT PRIORITY SHOULD BE ASSIGNED TO EACH OF THESE CHANGES. EDUCATIONAL NEED WAS DEFINED AS THE DEGREE OF DISCREPANCY BETWEEN WHAT VARIOUS GROUPS OF PEOPLE THINK THAT THE SCHOOLS SHOULD TEACH AND WHAT THEY THINK THE SCHOOLS ARE TEACHING. NEARLY 4,000 STUDENTS IN GRADES SIX, NINE, AND 12, 1,600 TEACHERS, AND 850 PARENTS COMPLETED THE SURVEY FORMS. THE RESULTS OF THE SURVEY SHOWED OVERALL CONFIDENCE IN THE SCHOOL SYSTEM AND ITS ABILITY TO CORRECT ANY PRESENT DEFICIENCIES AND CONSIDERABLE AGREEMENT AMONG TEACHERS, STUDENTS, AND PARENTS ON THE MOST IMPORTANT NEED AREAS. HIGHEST PRIORITY WAS GIVEN TO DRUG EDUCATION, FAMILY LIFE EDUCATION, INSTRUCTION IN COMMUNICATIONS SKILLS, VOCATIONAL EDUCATION, PERSONAL ECONOMICS, CIVIC RESPONSIBILITY, AND PROBLEM SOLVING. MANY STUDENTS REMARKED THAT THE QUESTIONNAIRE DID NOT ADEQUATELY DEAL WITH SUCH PROBLEMS AS TEACHING METHODS, TEACHER-STUDENT RELATIONS, THE GRADING SYSTEM, AND SCHOOL RULES WHICH INHIBIT FREEDOM OF EXPRESSION. (DK)

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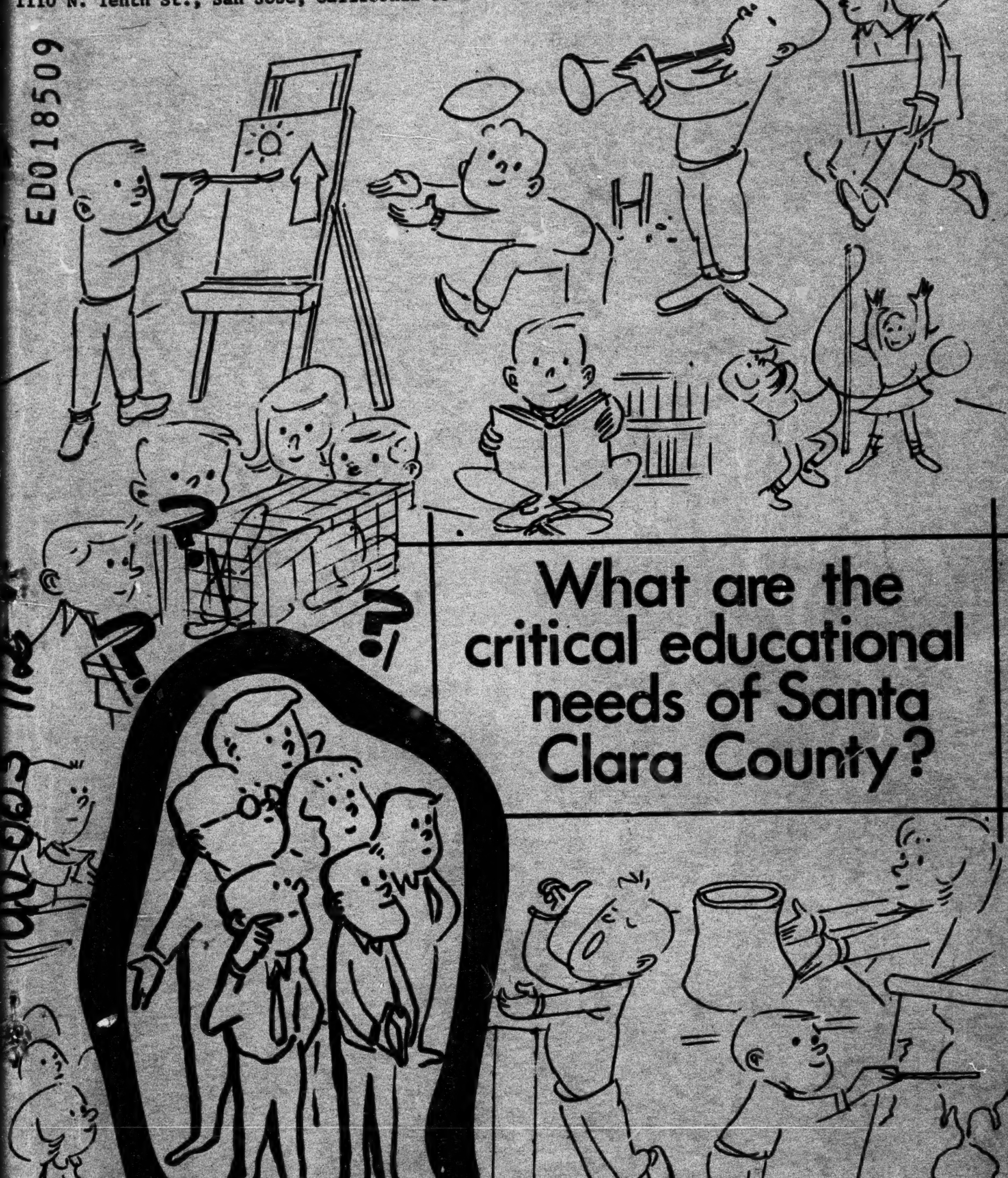

What are the critical educational needs of Santa Clara County?

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A SURVEY OF THE EDUCATIONAL NEEDS OF SANTA CLARA COUNTY

Paul P. Preising, Survey Director

UD 005 112

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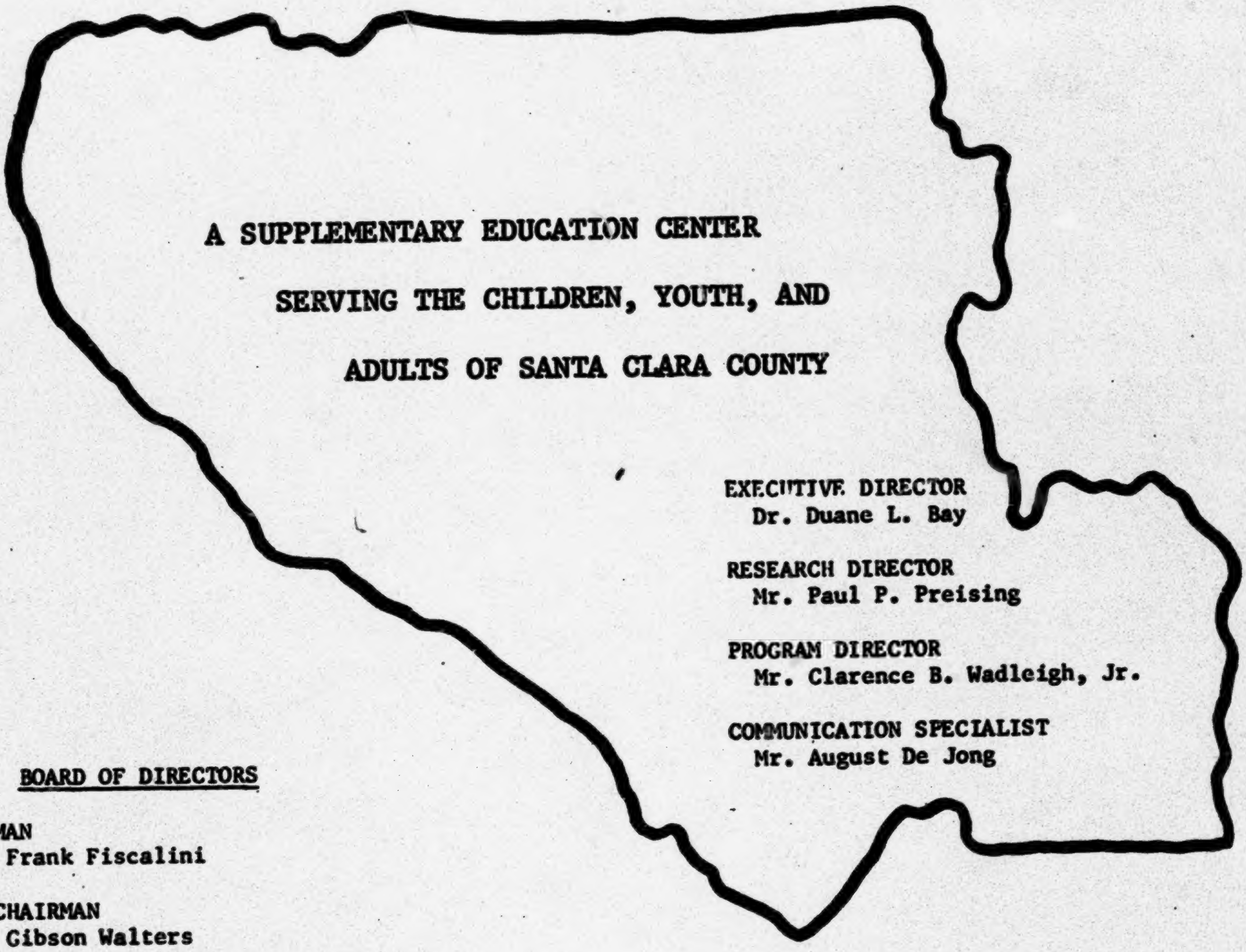

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FOREWARD

This survey is the result of the combined efforts of many people. In any activity of this magnitude, however, a few individuals make especially important contributions. Among those people whose contributions were especially critical are Mr. Michael Johnson, who assisted in administering the questionnaire and writing the report; Mr. Cedric Sheerer, consultant on optical scanning and programming; Mrs. Patricia Gilman, Miss Arline Kapphahn, and Mr. Patrick McDonnell of the Stanford University Computer Center; Mr. Donald Kase and Mr. Leonard Heid, who assisted in developing the items for the questionnaire; and the duplication staff of the Santa Clara County Superintendent of Schools.

Without the support of the following superintendents of schools this report would not have been possible:

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9. Mr. Laurance J. Hill, Campbell Union High School District
10. Dr. Blaine A. Huntsman, Mountain View-Los Altos Union High School District
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12. Dr. Charles S. Knight, Cupertino Union School District
13. Mr. Neal Royer, Campbell Union Elementary District
14. Dr. Harold T. Santee, Palo Alto Unified School District

15. Dr. Lawson Smith, Los Altos School District

Finally, a special word of thanks is due to each of the parents, teachers, and students who took the time to answer the questionnaire and to participate in the study.

Part I - Planning and Administering the Need Survey

CHAPTER ONE

The Rationale for the Educational Need Survey

Introduction and Statement of Purpose

The school taxes paid by residents of Santa Clara County are an investment in the future of the County's young people. These tax monies are spent most effectively, and this investment is soundest when young people are taught the concepts and skills they will need for a productive and satisfying life. Schools would have a relatively simple job if the same concepts and skills were necessary and desirable year after year. Since American society is changing rapidly--and Santa Clara County society is changing even more rapidly--the schools' job is much more difficult; new concepts and skills must be taught, and the old ones, to remain useful, must be modified. In practice this means schools must first decide exactly which changes in their programs would be most beneficial to their students, and then, what priority should be assigned to each of the changes. These decisions are crucial if the County's investment in its young people is to be spent wisely.

The purpose of the educational need survey conducted by the S.P.A.C.E. Center was to give County educators useful information for making these crucial decisions. The need survey was conceived by the S.P.A.C.E. Center as part of a continuing effort to identify educational needs and to seek creative and innovative ways to meet those needs. One of the Center's first systematic attempts to sense educational needs was a two-day conference of eighty-four leaders representing diverse interest groups within the County. This conference reached a consensus about some general, county-wide educational needs.* The need survey brought educational needs still more clearly into focus by surveying a larger and more representative group of people, by systematically looking for educational needs, and by documenting educational needs with reliable, objective information.

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* A summary report of this conference is in the Appendix on pages A-33 through A-35.

The Value of Need Survey Information to Educational Decision Makers

School officials are constantly seeking ways to improve the education of their students. They might decide some new programs should be added to the curriculum, some old ones should be omitted, some should be changed or some should remain the same. Whatever they decide, their decision is based on two kinds of judgments. One is a judgment about what, in fact, schools are teaching. This might be called the factual basis of decision making, since relatively reliable and objective measurements can be made of what is being taught. When the question of what schools should teach is raised, another dimension enters into the decision-making process. This dimension involves personal values and philosophies and is the subjective basis of decision making. It is necessary and inevitable because many of the most important decisions, especially in education, require choosing between competing values and philosophies.*

Ideally, an educator's professional judgment and his perception of the will of the school board and the community at large would provide the subjective basis for his decisions; a variety of test scores might represent the entire factual basis. In practice, educators do not have all the necessary test scores, nor do they have well-defined statements of what the community expects of its schools. When the factual basis of a decision is incomplete, as it usually is, educators must rely on their intuition and perception. In the process, the role played by the subjective dimension of decision making is overemphasized. Furthermore, this subjective basis is not as accurate and well-founded as it might be simply because most educators have very little reliable and objective information regarding the demands of various client groups of the school. When this lack of information exists for both the subjective and factual bases, the validity of educators' perceptions is dependent upon the educators' professional training and experience, and upon their daily contact with the people most involved in the school system--students, teachers, and parents.

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* This analysis was based on the decision-making model developed by March and Simon.

Of course, educators are anxious to increase the accuracy of their perceptions and to improve the bases of their decisions. Information obtained through the educational need survey will provide them with both. Specifically, it will be of value in three ways:

1. By providing educators with factual information about what students, teachers, and parents think the schools are teaching, the results of the survey will add to the factual dimension of the educational decision-making process.
2. Conclusions based on what students, teachers, and parents think the schools should teach will provide, for the first time, a comparatively well-defined statement of the expectations of these groups. These expectations either will reinforce educators' value judgments and philosophies, or they will demonstrate how these subjective judgments must be modified to bring them into line with community opinion.
3. The results of the survey will greatly enlarge the base of information on which educators' perceptions are founded, since more than six thousand parents, teachers, and students were given an opportunity to participate in the survey. Furthermore, there is evidence that the results of the survey can be generalized to Santa Clara County as a whole.*

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* An explanation of the method of sampling used in the survey is contained in Chapter Two.

Of all the various reference groups within the County's population, students, teachers, and parents were selected to participate in the need survey because they are the most relevant reference groups for educational decision making. Since the people in these groups are most directly involved in the educational system and, therefore, most concerned with it, their opinions tend to be better informed and more significant for the operation of the schools. Consequently, the results of the survey are based upon the opinions of each of these three groups.

The Definition of an Educational Need and Its Relation to Educational Goals

In addition to providing valuable aids for all educational decisions, the results of the need survey specifically identified county-wide educational needs. An educational need might also be called an unattained educational goal. When schools do not attain an educational goal, an educational need exists. In this survey, an educational need was operationally defined as the degree of discrepancy between what various groups of people think the schools should teach and what they think the schools are in fact teaching. The larger the discrepancy, the greater the need, that is, the greater the difference between what schools are doing and what they should be doing, in the opinions of the groups polled.

For example, the first item on the survey questionnaire* asked a participant whether the "schools NOW teach or help students learn" the learning goal labeled "Solving simple arithmetic problems." The possible responses were "to no extent, to some extent, to a great extent," and "to a very great extent." The same range of responses was also provided for whether schools "SHOULD" teach or help students learn that particular goal. If a person checked the response labeled schools NOW teach that goal "to some extent" and SHOULD teach it "to a very great extent," this discrepancy would indicate that person thought an educational need existed. If a person's responses indicated no differences between what schools NOW and SHOULD teach, an attained educational goal would be revealed. By identifying educational attainments along with educational needs, the need survey presented a balanced picture of the relative success of the County's educational system.

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* A copy of the survey questionnaire is in the Appendix on pages A-1 through A-10.

The results of the need survey are a measure of opinion, a measure of what people think the schools are teaching and should teach, rather than a direct measure of what students have learned. Although there may be a difference between what these people think and what the facts are--if they were to be reported by an unbiased, outside observer--it is still extremely important for educators to know the opinions of these people. Their opinions may indicate a real educational need, or they may signify that these groups are simply unaware of what the schools actually are doing. It is up to the educational decision maker to interpret the meaning of needs identified by the need survey; only he can decide whether they are real or whether they are evidence of a communications gap between the schools and their clients.

To assist the decision maker, the survey provided a frame of reference for systematically interpreting the significance of the discrepancy scores. By using the Taxonomy of Educational Objectives developed by B. S. Bloom and D. R. Krathwohl, it was possible to assign each item on the questionnaire to a specific subject matter area and a specific learning process. To understand this point, it is necessary to explain the Taxonomy.

The Taxonomy differentiates two domains of educational objectives--"the cognitive" and "the affective." Within the cognitive domain, the various processes involved in acquiring and using knowledge are arranged in a hierarchy from the simplest category, "knowing," at the bottom and progressing through "comprehending, applying, analyzing," and "synthesizing" to the top and the most complex category, "evaluating." The affective domain contains categories referring to the various ways knowledge affects the person who acquires it; these categories are "receiving, responding, valuing" and "characterization by a value of value complex."*

Each of the educational goals included in the survey was designed to fit into a given category under one of the domains and to refer, in addition, to one of the curriculum content areas. Hence, each item fit into a 20 x 11 matrix whose X axis included twenty subdivisions of the curriculum content areas and whose Y axis included the eleven learning processes subsumed under the affective and cognitive domains. (See page A-29 of the Appendix where the matrix is reproduced.)

Survey item No. 53, for example, "Using the scientific method in problem solving," falls within the "applying" category under the cognitive domain and refers to the content area of science. "Being aware of the fine arts," survey item No. 121, on the other hand, falls within the "receiving" category under the affective domain and refers to the fine arts content area.

The matrix not only allowed a systematic and comprehensive development of items for the survey, but it also provided assistance in the interpretation of the survey results. To illustrate, if a large discrepancy was found for survey item No. 121, knowing where that item fell within the affective domain and that it was under the fine arts content area would enable the decision maker to become increasingly specific in identifying the key aspects of the problem and to select the most feasible treatments for its solution.

No matter how useful the need survey results might be in theory, they will be useful in practice only if the opinions of the people who participated in the survey are important to educational decision makers. How the need survey sample was chosen to include those people whose opinions are important is explained in the next chapter.

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* A convenient, brief explanation of these categories is contained in the segments of the original Taxonomy reprinted in Edwin Fenton, ed., Teaching the New Social Studies in Secondary Schools (New York, 1966), pp. 20-62.

CHAPTER TWO

The Need Survey Sample

To understand the sampling methods used in this survey, three questions must be answered. First, "Why was the need survey conducted county-wide?" Second, "How were the respondents selected for participation in the survey." Third, "Was the survey sample characteristic of Santa Clara County schools?" Specifically, "Was it characteristic enough to permit making warranted generalizations about schools throughout the County?"

Why Was the Need Survey Conducted County-wide?

When a given school district discovers an educational need, it marshalls its resources to resolve that need. Although neighboring school districts may have the same need, their solutions for the need are usually developed independently; often school districts simply are unaware of the solutions their neighbors have already developed. Since it is likely that school districts within a given region do, in fact, share certain educational needs, the best solution to those needs could be developed if each school district knew what its neighbors had done and were planning to do. But more important, before solutions can be planned cooperatively, school districts in a given area need to know what problems they have in common. Hence, the educational needs shared by school districts throughout a region must be identified.

By polling groups throughout Santa Clara County, the S.P.A.C.E. Need Survey identified the educational needs which are shared by the County's schools. Because these are county-wide needs, the solution developed for a given need by one school district can benefit many other districts in the County, providing these other districts are kept well informed. Since all the County school districts which share a common need can benefit from a solution which is demonstrated in one school district and made possible through federal assistance, the funds allocated for developing and demonstrating solutions to needs are spent more effectively.

The goal of the S.P.A.C.E. Center is to facilitate this efficient process of educational improvement in five specific ways: (1) by identifying critical need areas; (2) by helping local school districts develop creative and innovative solutions to these needs; (3) by assisting school districts in their applications for supplements to their own funds from federal monies made available for exemplary solutions to critical educational needs; (4) by evaluating the success of a given solution through the use of carefully controlled studies; and (5) by providing vital communication links between educators throughout the County who are concerned with attacking educational needs. Thus, the county-wide need survey is a long first step toward educational improvement in Santa Clara County.

How Were Need Survey Participants Selected?

The need survey combined a broad county-wide perspective with an in-depth analysis of the County's educational system. An in-depth analysis would have been impossible if the survey had studied only one grade level (e.g., ninth grade) or one group of people (e.g., students). Neither of these approaches would have allowed more than a superficial view across the surface of Santa Clara County education. In contrast, the S.P.A.C.E. Need Survey probed deep beneath the surface: first, by identifying educational needs that exist at grade levels from kindergarten through high school, and second, by including as participants in the survey a cross section of the individuals whose opinions are most important to the operation of the schools; namely, students, parents, and teachers.

In choosing student participants, it was reasoned that those students who had almost completed their elementary, junior high, or high school careers were most qualified to express opinions about the needs existing in each of these three types of schools. Accordingly, the survey polled sixth graders (representing grades K-6), ninth graders (representing grades 7-9), and twelfth graders (representing grades 10-12). A total of 3,829 students completed need survey answer forms, including 1,205 sixth graders, 1,343 ninth graders, and 1,281 twelfth graders.*

Teacher participants for the need study consisted of the entire faculty of each school where students were polled. A total of 1,609 teachers completed need survey answer forms. Of this total, 914 teachers were from high schools (including some from junior high schools) and 695 were from elementary schools.

The method for selecting parent participants for the need study was determined primarily by a cost factor. Mailing questionnaires to a random sample of parents and asking the parents to complete and mail them back to the S.P.A.C.E. Center would have been more costly, it is estimated, than the return would have warranted. This cost was eliminated by having students deliver the survey forms to their parents and return the completed forms to the school. Since sixth graders could be relied upon to perform this service--while ninth and twelfth graders could not--the parents of each sixth grader who was polled were given the opportunity to participate in the survey. The many parents who have children in the sixth grade and in earlier and later grades further supports this method of selecting parents. A total of 848 parents completed need survey answer forms, which represents responses from almost seventy-five percent of the parents who were invited to participate.**

Once the general groups to be included in the survey had been selected, the following method was employed for determining the specific people to be polled. First, every Santa Clara County school district that has a high school was identified.* Then, for each of these school districts, five percent of the total high school population was calculated. If this five percent number was very much over 250, two high schools in that district were asked to participate; if the number was about 250 or less, only one high school was included.** To select the participating high schools from all those in each participating district, a table of random numbers was used.

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* A table listing the number of completed need survey answer forms for each category of respondents is listed on page A-36.

** There was a seventy-four percent return from public school parents, eighty percent from Catholic school parents.

After the participating high schools had been selected, the attendance areas of those high schools were determined to identify the feeder elementary schools for each of the high schools in the sample. A five percent sample from the total population of the feeder elementary school districts was calculated. An estimate was made of how many sixth grade classes--assuming about thirty students per class--would be required to match this five percent number. Then, for each sixth grade class required, one elementary school was selected at random.***

How did the Sample Characterize the County?

The aim of the sample was to characterize the individuals most involved with the County's schools in such a way that warranted generalizations about the entire County could be made from the responses of those in the sample. It was reasoned that the most relevant reference groups of the schools are students, teachers, and parents. Hence, the survey sample was designed to include individuals from each of these three groups.

After the sample had been selected, comparisons were made between the size of schools in the sample and the size of all schools in the County.

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* Only one of the ten public school districts with a high school did not participate in the need survey. Because a similar study was being conducted on a large scale in the district, the San Jose Unified School District declined the invitation to participate.

** If a sample of 250 students was desired for a given high school, for example, 125 ninth graders and 125 twelfth graders were polled.

*** The same sampling procedure was followed for Catholic and public schools; all Catholic schools within Santa Clara County were treated in the sampling procedure as if they constituted a single school district.

It was reasoned that the needs of schools will differ according to school size.* It was discovered that there was no significant difference between the size of schools in the sample compared to those in the total population. Hence, it was concluded that, on the basis of size of school, the sample characterized the population of schools in Santa Clara County.** (See Chi Square Tables on page A-37.)

ELEMENTARY SCHOOL SIZE

	Number of Schools		Percent	
Student Population	Schools In Sample	Schools In Santa Clara County	Sample	County
1-499	19	158	51.4	44.8
500-700	12	136	32.4	38.5
Over 700	6	59	16.2	16.7

SECONDARY SCHOOL SIZE

	Number of Schools		Percent	
Student Population	Schools In Sample	Schools In Santa Clara County	Sample	County
1-1,000	4	13	23.5	27.7
1,000-2,000	11	29	64.7	61.7
Over 2,000	2	5	11.8	10.6

A check of the school achievement levels of students in the sample indicated that the students represented the entire spectrum of school achievement levels. The achievement levels of the students were determined by the teachers who administered the questionnaire to them. The following table indicates percentages of students in each of the achievement levels. The percentage breakdown shows that most students fall, as expected, into the middle achievement category.

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* That this is an important variable has been documented in a recent study which found that school size is directly related to the perception of educational need and the creation of changes to resolve those needs. See Paul P. Preising, "The Relationship of Staff Tenure and Administrative Succession to Structural Innovation," unpublished, Ed.D. manuscript, (Stanford University, 1967).

** Of the 373 elementary schools in the County, the survey included 38. Of the 60 junior high and senior high schools in the County, the survey included 18.

SCHOOL ACHIEVEMENT LEVEL OF STUDENTS
IN SAMPLE BY GRADE LEVEL

School Achievement Category	Grade Level 6th	9th	12th	Total
Low	27 (2.3%)	123 (9.2%)	74 (5.8%)	224 (5.9%)
Middle	1,003 (83.2%)	725 (54.0%)	1,023 (79.9%)	2,751 (71.8%)
High	175 (14.5%)	495 (36.8%)	184 (14.3%)	854 (22.3%)
Total	1,205 (100%)	1,343 (100%)	1,281 (100%)	3,829 (100%)

Additional information was gathered on the respondents in the sample. It was found that the family income* of the respondents was distributed as follows:

FAMILY INCOME OF RESPONDENTS IN SAMPLE*

Income Category	Percentage of Sample
$ 0-$4,000	4.9%
$4,001-$7,000	19.7%
$7,001-$10,000	34.1%
Over $10,000	41.3%

* Family income was defined as the pooled income of all members of the family.

The racial/ethnic composition of the sample included the following categories and corresponding percentage:

RACIAL/ETHNIC COMPOSITION OF THE SAMPLE

Racial/Ethnic Category	Percentage in Sample
Caucasian	87.2%
Mexican-American	6.5%
Negro	0.7%
Oriental	2.8%
Indian	.3%
Other	2.5%

Because valid and comparable data on family income levels and racial/ethnic composition on a county-wide basis were not available, comparisons between the sample and the County as a whole were not possible. Further, it should be recognized that the validity of the data in the sample on each of these two variables is questionable. Nevertheless, these data are reported since they offer the best available information on the kinds of respondents included in the sample.

Since the purpose of the need survey was to identify pervasive, county-wide needs, the sample should and did include a large cross section of the students, parents, and teachers of Santa Clara County, as documented by the information cited above. Whether the sample was so characteristic of the County that warranted generalizations can be made from it is a relative question. On the one hand, the sample did not include each and every student, parent, and teacher in the County--the sample would then be the population--which would be the only absolutely representative sample. On the other hand, the sample did include a larger and more characteristic group of people than normally serve as the bases of information for educational decisions. Thus, from the results of the need survey, generalizations can be made which are more warranted than the usual generalizations which buttress educators' decisions. While the results of the need survey are open to further study and modification, at the present time, they represent the best available information about the educational needs of Santa Clara County. Of course, the conclusions from any study are no better than the data on which they are based. If a study's data are not reliable, neither are its conclusions. The steps that were taken to insure that reliable data were collected for the need survey are discussed in the next chapter.

CHAPTER THREE

Administration of the Need Survey

Development of the Need Survey Questionnaire

The questionnaire which was administered to all the participants in the need survey was the product of the team of educators.* Using the matrix composed of Bloom's Taxonomy and the curriculum content areas (explained in Chapter One), a long list of "student learning goals" was written. This list was pilot tested with sixth graders in Marin County. It was reasoned that if sixth graders could read and understand the questionnaire, older students, teachers, and parents could do likewise. After the pilot testing, many items were eliminated, and nearly all of the 127 items that were retained were rewritten. With the questionnaire ready to be administered, the next step was to obtain the approval of the school officials in the districts and schools that were to be sampled.

Meetings with School District Administrators

Meetings were held with the superintendents and research directors of all the districts selected for sampling. At the meetings the purpose of the need survey was outlined, the method of administration was explained, and the questionnaire and answer form were examined by the administrators. In each of the sixteen districts contacted, the administrators gave their permission for the need survey to be conducted in their districts.

Meetings with School Principals

Following approval of the survey at the district level, meetings were held with the principals of all the schools to be sampled. After a thorough explanation of the proposed study, each of the fifty-six principals gave permission for the study to be conducted in his school.

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* The team included Mr. Paul P. Preising, Research Director (S.P.A.C.E.), and Mr. Donald Kase and Mr. Leonard Heid from the North Bay PACE Center. The same questionnaire used in the S.P.A.C.E. Survey was also used in a four-county North Bay PACE Survey.

Identification of Teacher-Coordinators

After granting permission for the study to be conducted in their schools, the principals identified teacher-coordinators. Elementary school principals were asked to identify one sixth grade teacher, and high school principals were asked to identify at least one ninth and one twelfth grade teacher* who were willing to administer the questionnaire to their students, to their schools' faculty, and--in the elementary schools--to parents. These teachers were required to attend an evening meeting at which the details of administering the questionnaire were explained to them. For their professional services the teachers were given an honorarium of twenty dollars. In addition to considering these criteria for selecting teacher-coordinators, the principals were asked to choose teachers whose classes included a range of ability levels or, if that was impractical, teachers of middle ability classes.

Notification of Teacher-Coordinators

Principals were asked to inform the identified teachers of their selection and to find out if they were willing to participate in the study. A letter from the S.P.A.C.E. Center sent to the teacher's home officially notified him of his selection, briefly explained the purpose of the study and his role in it, and asked him--if he wanted to participate--to indicate on the enclosed postcard which training meeting he would attend, and to return the postcard to the S.P.A.C.E. Center. (A copy of this letter is in the Appendix on page A-14.)

Meetings with Teacher-Coordinators

Four meetings were scheduled for training the teacher-coordinators to administer the questionnaire.* Each teacher was required to attend one meeting; all but one of the eighty-four teachers attended.

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* Seven public high schools identified two teachers, four identified three teachers, one identified four teachers, and two identified six teachers. The two Catholic high schools for boys identified one teacher each, and the Catholic high school for girls identified two teachers. The total number of teacher-coordinators, including one from every elementary school, was eighty-four.

When a teacher arrived at a meeting, he was given several envelopes containing all the materials he would need to administer the questionnaire along with detailed written instructions for the administration.** At the same time an honorarium voucher was distributed for the teacher's signature. The meeting was begun with a review of the purpose of the study, a description of the rationale and development of the questionnaire and answer sheet, and an outline of the proposed uses of the study's results. After this introduction, the procedures of administration were discussed.

Administration to Students

1. Elementary school teachers administered the questionnaire to one sixth grade class and high school teachers to one or more of their classes, depending on the desired sample size.***
2. The questionnaire was administered during the regularly scheduled class time of a course required of all students. The students completed the questionnaire in about fifty minutes.
3. One questionnaire, one answer form, one instruction sheet, one No. 2 pencil, and one appropriately colored 3" x 5" comment card**** were distributed to each student.
4. The purpose of the questionnaire was explained to the students.
5. The students were given their County/District/School number which was the official school number listed in the California Directory of

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* Public school teacher-coordinators were trained on Tuesday afternoon, April 18, from 4:00 to 5:30 p.m. and on Wednesday and Thursday evenings, April 19 and 20, from 7:00 to 8:30 p.m. The meeting for the Catholic school teacher-coordinators was held Thursday evening, May 4, from 7:00 to 8:30 p.m.

** Copies of all these materials are in the Appendix beginning with page A-11.

*** Twenty-seven high school teachers gave it to one of their classes, twelve gave it to two or three classes, and seven administered it to four or five classes.

**** Each group surveyed was given a different colored 3" x 5" card. This allowed the comments of the different groups to be categorized by group.

Public Schools. They were asked to write it in the proper grid on both sides of their answer sheets and to darken the appropriate blanks.

6. Each student was assigned a number for the "Your Number" grid on the answer sheet. These numbers could be assigned in any manner so long as every student had a unique number; e.g., they might be assigned by seating order with one class using the Nos. 1-25, the next 26-50, and a third 51-75.
7. These numbers were necessary, as the students were told, to identify the two sides of a given answer sheet after the data had been read into a computer. The numbers could in no way be used to identify an individual student.
8. Teachers were allowed to answer any student question about the study except for questions about the meaning of a particular item on the questionnaire. To these questions the teachers were instructed to reply that the students simply must do as well as they could.
9. When the students had completed the questionnaire, all the materials were collected. The teachers counted the completed answer forms and recorded that number along with any other pertinent information on a collection check list.

Administration to Faculty

Two basic procedures were followed for administering the questionnaire to the faculty.

1. The preferred procedure was administration during a faculty meeting. This allowed a complete explanation of the purpose of the study and of the reasons for the numbering system used on the answer sheets. In addition, this procedure insured a greater percentage of faculty participation.

2. The other procedure was to put all the materials for taking the questionnaire into each faculty mailbox along with an explanatory cover letter signed by the teacher-coordinator and school principal. Each faculty member would then complete the questionnaire and return it to the principal's secretary.

Except for the method of distributing the questionnaires, the administration to faculty followed the same procedures as that to students.

Administration to Parents

Elementary school teacher-coordinators gave each student in their sixth grade class a questionnaire, an answer form, an instruction sheet, a pencil, two comment cards, a letter to the parents, and a large envelope which could hold all these materials for the students to carry home. The letter to the parents explained the purpose of the study and gave instructions for completing the questionnaire. It suggested the parent's child might be able to help on certain technical matters since the questionnaire already had been administered to him. Parents were asked to complete the questionnaire within two days and return it to school with their child. When all the parent forms had been returned to school, teacher-coordinators wrote the appropriate numbers on each completed answer form.

Completed forms were returned by seventy-four percent of public school parents and eighty percent of Catholic school parents. According to the reports of the teacher-coordinators, there were no significant differences between parents who responded and those who did not.* The one exception was a small number of parents (forty-one) who could not read English; the questionnaire was not made available in Spanish.

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* Teacher-coordinators were asked to indicate how non-responding parents differed from responding parents with respect to age (one teacher said non-respondents were older), income (no differences indicated), education level (one teacher said non-respondents were lower; one said they were higher), race (no differences indicated), location of home (no differences indicated), and attitude toward school (seven teachers indicated that non-respondents were more negative). Twenty-six of the thirty-eight elementary teacher-coordinators marked no differences between responding and non-responding parents.

Collection of Completed Questionnaires

When all groups had completed the questionnaire, the teacher-coordinator gave all the materials to the principal's secretary and called the S.P.A.C.E. Center. A representative of the Center visited each school and picked up the materials. All materials were returned to the S.P.A.C.E. Center within about two weeks after they had been distributed to the teacher-coordinators.

Preparation of Completed Answer Forms for the Optical Scanner

Because over six thousand people participated in the survey, data processing machines had to be employed to record the 1.6 million individual pieces of data. An answer form, designed specifically for this survey, allowed the data to be read by an optical scanner; the scanner transferred the data from the answer forms to magnetic tape (for computer use) in less than seven hours. The use of these answer forms not only eliminated the delay and sizable expense of keypunching the data, but it also eliminated the errors that keypunching would have introduced.

Each set of completed answer forms underwent the following series of checks before they were sent to be read by the optical scanner.

1. The answer forms were counted. The number was recorded and compared with that reported on the corresponding collection check list.
2. The "County/District/School" and "Your Number" grids were checked to make sure the blanks had been darkened. Mistakes or omissions were corrected.
3. Categories III ("Type School"), IV ("What You Do"), and XII ("If You Are a Parent...") were checked to make certain they had been properly marked. Mistakes or omissions were corrected. This was possible since students, parents, and teachers were independently

identifiable by the range within which "Your Number" fell.*

4. The two boxes on side two of the answer form labeled "Darken These Boxes Now" were checked and filled in if they had been left blank.
5. Extraneous pencil marks were erased from messy answer forms.
6. All the answer forms were arranged so that side one faced up.
7. The answer forms from each school were arranged in consecutive numerical order from 1-999. (These numbers, of course, refer to "Your Number.")
8. After the answer forms from every school had been returned, checked, and put in numerical order, the forms were arranged according to their "County/District/School" number. That is, all the forms from the school with the lowest "County/District/School" number were put first, followed by all the forms from the school with the next highest "County/District/School" number, etc.

When these steps had been completed, the data could be read by the optical scanner. How the data was processed by the scanner and then analyzed by a computer is discussed in the next chapter.

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* Teacher-coordinators were instructed to assign all student numbers within the range of 1-600, all parent numbers within 700-799, and all faculty numbers within 800-999.

CHAPTER FOUR

Analysis of the Need Survey Data

How the Need Survey Data Was Analyzed

The first step in analyzing the need survey data was to translate into numerical terms the responses marked by each survey participant. This was done automatically by the optical scanner machine which read the survey answer forms. The scanner gave a value of one for responses marked "to no extent," two for "to some extent," three for "to a great extent," and four for "to a very great extent." For each item on the answer form, the scanner read two numbers--one corresponding to the response for "schools NOW teach" a given goal and the other corresponding to the response for "schools SHOULD teach" that goal. These numbers were recorded on a magnetic tape.

From the tape, all of these numbers--some 1.6 million of them--were read into an IBM 7090 computer. The computer was programmed to perform the following computations:

1. First, for each response of every participant, the number corresponding to that participant's opinion of what schools NOW teach was subtracted from the number representing that participant's opinion of what schools SHOULD teach. In other words, if a participant indicated for item No. 1 that schools NOW teach "Solving simple arithmetic problems" "to some extent" (2) and they SHOULD teach it "to a very great extent," (4), then the computer subtracted 2 from 4 and recorded the difference 2.* If the "NOW teach" number was larger than the "SHOULD teach" number, the computer recorded a negative value. Thus, the range of possible differences or discrepancies ran from -3 to +3.

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* An educational need was operationally defined in this survey, as stated earlier, as the degree of discrepancy between what various groups of people think the schools should teach and what they think the schools are in fact teaching.

2. The second task of the computer was to calculate the algebraic sum of all the discrepancy scores for a given item. This sum was then divided by the number of respondents who marked that item to obtain the mean discrepancy score. The mean discrepancy score was the primary determinant for the identification of educational needs. That is, if the mean discrepancy score for an item was greater than 0.700, that item was referred to as an educational need item. If the mean discrepancy score for an item was less than 0.400, most respondents had marked for that item that schools were teaching what they should teach; these items signified attained educational goals.

Because the primary purpose of this study was to identify county-wide educational needs and because of the limitations of time and money, the data from the need study was subjected to the four following analyses:

1. Determination of Pooled Mean Discrepancies: The mean discrepancy scores were computed for every item using the responses of all 6,286 participants. The frequency with which each of the possible discrepancies (-3 to +3) occurred was also tabulated.*
2. Determination of the Pooled Student, Parent, and Teacher Mean Discrepancies: The mean discrepancy and frequency scores were computed for every item using first, the response of students alone, then the responses of parents alone, and, finally, the responses of teachers alone.
3. Determination of Mean Discrepancy Scores of the Students, Parents, and Teachers for Each Participating School: After the educational need items had been identified, the mean discrepancy scores for these items were computed for the students, parents, and teachers from each participating school.

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* A sample of the computer output that was obtained for each item can be examined on pages A-30 and A-31.

4. Determination of the Criticality of Key Items: On those key items which earlier analyses had identified, a cross-tab analysis was run which computed the frequency with which a given pair of responses was made for each item by the three groups in each participating school district. Although the frequency with which a given score occurred on a certain item was tabulated earlier, this did not, for example, differentiate between a score of 1 obtained from 1-0, 2-1, or 3-2. Since a 1 obtained from 3-2 would indicate a much higher need priority than a 1 obtained from 1-0, this differentiation was important, and the cross-tab analysis made it possible to locate where the discrepancy occurred. Probably the best way to understand the cross-tab analysis is to study the sample computer output for it which can be found on page A-31.

The type of analyses used and the sequence in which they were conducted first identified the pooled discrepancy scores. This general analysis was then refined by measuring how students, parents, and teachers compared with each other and with the pooled scores. The third analysis made it possible for individual school principals to see how the students, parents, and teachers from their schools compared with the county-wide groups. A similar comparison could be made by school districts using the fourth analysis, the cross-tab. This cross-tab analysis also allowed one measure of the priority of a given need. When this measure was evaluated along with (1) the magnitude of the mean discrepancy score obtained for a given item, and (2) the extent to which students, parents, and teachers agreed about the criticality of that item (judgments made possible by the first and second analyses respectively), the identified educational needs could be ranked from the most critical, highest priority needs to the less critical, lower priority ones.

A discussion of the results of these various analyses begins with the next chapter of this report.

Part II - The Results of the Need Survey

CHAPTER FIVE

Two Important General Observations

Introduction

The need survey results, which will be discussed in the next two chapters, will be more meaningful if they are viewed within the context of two general observations which are based on a close study of all the need survey data. The first observation is concerned with what the survey participants thought, in general, about the schools of Santa Clara County; the second points out how students' perceptions of educational needs differed from those of parents and teachers.

General Opinion of the Schools

Since a person's general opinion of the school system inevitably will affect his assessment of educational needs, each survey participant was asked to indicate whether he thought the schools were doing a very good, good, poor, or very poor job. An overwhelming majority (87.8%) of the participants thought the schools of Santa Clara County were doing either a good job or a very good job. Only twelve and two-tenths percent of the participants rated the schools poor or very poor.* From this it is fair to conclude that by far most students, parents, and teachers in Santa Clara County think the schools are adequately performing their function. Therefore, the needs indicated by these groups must be viewed within a framework of a general satisfaction with the present school system and an implied confidence in the schools' ability to make improvements in those areas where need exists.

Student, Parent, and Teacher Differences

Since students constitute sixty one and one-tenth percent of the total number of respondents in the need survey, a corresponding proportion of the pooled mean discrepancy scores reflected student opinion. To fully evaluate the opinions of parents (13.4% of the sample) and teachers (25.5% of the sample), mean discrepancy scores were computed separately for each of the three groups. These comparisons disclosed a significant theme which runs through all the data: As a group, students disagree substantially with parents and teachers.

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* See the table of this data on page A-38.

Specifically, students identified fewer educational needs (high discrepancy items) and more attained educational goals (low discrepancy items) than parents and teachers. If all mean discrepancy scores greater than 0.700 are called educational needs, students identified seventeen need items, while parents identified forty-four and teachers forty-six. However, students, parents, and teachers agreed on the top fifteen or twenty need items; the additional items identified by parents and teachers were given lower discrepancy scores than the items for which there was agreement among the three groups.* At the other end of the mean discrepancy scale, students identified forty items with a mean discrepancy of less than 0.400, while parents indicated only fifteen and teachers sixteen such items. Thus, in terms of what they thought schools NOW teach and SHOULD teach, students tended to approve school efforts more than parents or teachers did. Of the students, sixth graders tended to be the most approving. Parents, in contrast, tended to be the least approving.

Several possible reasons might be advanced for this difference among students, parents, and teachers. Although the disagreement might be attributed to a communication gap, the fact that parents and teachers tend to agree with each other seems to rule out this possibility; if a communication problem did exist, students and teachers--the two groups most closely associated with the schools--would be expected to have more direct information about what schools were doing and to agree in their opinions, while parents might be expected to have less direct information and to differ from the opinions of teachers and students. A more likely explanation is that the student, parent, teacher disagreement is a manifestation of the difference between younger people and older people in their expectations of the schools. Not only may the expectations differ for the different age groups, but the judgment about how well those expectations are met may differ. Thus it is possible that the three groups have similar expectations of the schools but that students believe the schools are more nearly living up to those expectations than do parents and teachers. Parents' and teachers' conclusions may have been based on their own experience of areas in which schools could have better educated them, or they might be an indication that they think their children or students are not learning some matters as well as the students themselves think they are, on the basis of their limited experience. Whatever the explanation, the difference between students' opinions and parents' and teachers' opinions exists and must be considered in evaluating the following educational needs identified by the need survey.

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* There were twenty-seven need items (discrepancy greater than 0.700) for the pooled respondents (N=6286). All seventeen student need items were included in this group, and all but one were in the top seventeen pooled items. All twenty-seven pooled items were included in the forty-four parent need items, and twenty of the top twenty-one parent items were also pooled items. Likewise, the forty-six teacher items included all twenty-seven pooled items, and twenty-four of the top twenty-five teacher items were pooled need items. These observations can be checked in the tables listing student, parent, and teacher need items in order of decreasing mean discrepancy on pages A-39 through A-44.

CHAPTER SIX

Educational Needs

How Were Educational Needs Identified?

When the highest mean discrepancy scores were identified, the meanings of these scores were interpreted by referring to the matrix composed of the curriculum content areas and Bloom's Taxonomy.* By locating each high discrepancy item within the matrix, the curriculum content areas were identified which corresponded to each item. When several high discrepancy items referred to the same curriculum content area, a general educational need was indicated in that content area. This pattern of concentration of high discrepancy items was found for seven content areas. These seven areas of critical educational need are presented below. The first two need areas stand out above the rest as the most critical; although there are differences in criticality among the next five need areas, the differences between adjacent need areas (3 and 4, 4 and 5, etc.) are small or nonexistent while the differences between widely separated areas (3 and 6, 4 and 7, etc.) is sizeable. Thus, the order in which the need areas are presented is an approximation of their relative criticality.**

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* This matrix was discussed earlier; see page 6.

** "Criticality" refers to three specific criteria by which need areas were evaluated. By other criteria, not applicable to the need survey data, the criticality given a need area might be different.

NEED AREAS ONE AND TWO

Drug Education
(as defined by the following item)

126. Learning about drugs such as LSD and marijuana.

	I				II				III			
	Mean Discrepancy Score*				Group Ranking by Discrepancy Score**				Intensity of Expectations*** (in percent)			
Item	Stud.	Par.	Teac.	Pool.	S	P	T	Overall Rank	S	P	T	P
126.	1.078	1.217	1.201	1.129	2	1	2	1	50	42	36	47 (1)

Family Life Education
(as defined by the following item)

127. Learning facts about marriage, family, and the birth of children.

	I				II				III			
	Mean Discrepancy Score*				Group Ranking by Discrepancy Score**				Intensity of Expectations*** (in percent)			
Item	Stud.	Par.	Teac.	Pool.	S	P	T	Overall Rank	S	P	T	P
127.	1.118	0.998	1.225	1.129	1	5	1	2	47	33	45	44 (3)

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* Mean discrepancy scores were explained earlier. The explanation and an illustrative example can be referred to on pages 23-24.

** To understand the numbers in the column headed, "Group Ranking by Discrepancy Score," consider the example of Item 126. Students considered Item 126 the second most discrepant item; parents considered it first; and teachers second. The overall ranking was arrived at by summing the rank each of the three groups gave item 126--2 + 1 + 2--and then ordering these sums from highest to lowest. The number one in the "Overall Rank" column means the sum for Item 126 was the lowest of all sums. All these rankings allow an assessment of the extent of agreement among groups. The priority assigned each item by each group can be seen and comparisons can be made. In addition, the overall rank, by being based on a sum of the group ranks, gives equal weight to the opinions of students, parents, and teachers and thus allows a just evaluation of the overall priority assigned to each item (in contrast to the pooled mean discrepancy scores in which students constitute sixty-one percent of the sample and their opinions are weighted accordingly).

*** The numbers in the column headed, "Intensity of Expectations" refer to the percent of the total respondents in a given group who marked "schools SHOULD teach" that item "to a very great extent," the highest expectation that could be indicated on the answer form. The lists for these three groups can be found on pages A-45-46. The numbers in parentheses in the column headed, "Pooled" refer to the rank of that (continued at bottom of next page.)

Items 126 and 127 were identified as the most critical educational needs. Three criteria were used to arrive at this conclusion:

1. Mean Discrepancy Score: Both these items had the highest pooled mean discrepancy score (N=6,286). They were also the only two items on the questionnaire which were given a mean discrepancy greater than 1.0 by all three of the groups (with the exception of parents on Item 127).
2. Extent of Agreement Among Groups: All three groups agreed that these items were of the highest priority. These items were at or near the top of the list when the discrepancy scores for each group were arranged from highest to lowest mean discrepancy. This is reflected by the 1, 2 ranking in the "Rank for all Groups" column.
3. Intensity of Expectations: Nearly half, and in all cases more than one third, of all the respondents in each group indicated that schools SHOULD teach these items "to a very great extent," the highest expectation they could mark on the questionnaire. As demonstrated by the percentages for all respondents (in the "Pooled" column), these items were among the top three for percentage of respondents with the most intense expectations (these ranks are shown by the numbers in parentheses).

Conclusion

As defined by the questionnaire items 126 and 127, the two most critical educational need areas identified by this survey are:

NEED AREA 1: DRUG EDUCATION

NEED AREA 2: FAMILY LIFE EDUCATION

(cont.) item when all the high discrepancy items are arranged from the highest to lowest percentage of respondents who marked that "schools SHOULD teach" that item "to a very great extent." This list is on page A-45. As an illustration, fifty percent of all students indicated schools SHOULD teach Item 126 "to a very great extent"; forty-two percent of all parents and thirty-six percent of all teachers did likewise; and forty-seven and seven-tenths percent of all survey participants shared that expectation, more than for any other item, hence the number one in parentheses.

NEED AREA THREE

Communication Skills

(as defined by the following items)

40. Expressing clearly one's poing of view.
52. Having a large speaking vocabulary.
75. Organizing ideas and statements while speaking.
84. Wanting always to speak effectively.

	I				II				III			
	Mean Discrepancy Score*				Group Ranking by Discrepancy Score*				Intensity of Expectations** (in percent)			
Item	Stud.	Par.	Teac.	Pool.	S	P	T	Overall Rank	S	P	T	P
40.	0.884	1.014	1.086	0.953	7	4	3	4	38	40	53	42 (5)
52.	0.634	0.935	0.816	0.720	18**	15	25	19	34	40	32	35 (11)
75.	0.686	0.976	1.016	0.809	18**	6	8	10	25	20	27	25 (21)
84.	0.609	0.923	0.899	0.725	18**	18	17	16	27	30	30	28 (15)

* See the footnotes on page 30 which explain the meaning of the numbers in these columns.

** The rank 18 was assigned to all items which students gave discrepancy scores lower than 0.700.

The four items listed above identified communication skills, especially oral communication skills, as a critical educational need area.

1. Mean Discrepancy Score: The mean discrepancy scores for parents and teachers are quite high (in three cases, over 1.0) and consistently higher than the scores of students; in fact, students did not give Items 52, 75, and 84 scores over 0.700.
2. Extent of Agreement Among Groups: The three groups agreed on the importance of Item 40. Parents and teachers agreed closely on the ranks of the other items, while students did not include them among their indicated need items.
3. Intensity of Expectations: Although students gave these items lower discrepancy scores than parents and teachers, their intensities

of expectations on these items, though lower, were quite similar to those of parents and teachers (with the exception of teachers on Item 40). This indicates that students agree with parents and teachers in thinking these items SHOULD be taught by the schools to a very great extent but that the students think schools NOW teach them, while parents and teachers are more skeptical.

Emphasis is given to this communication skills need area by the additional need items indicated by parents and teachers. Parents identified eight additional items in the language arts area and teachers indicated five more. These items with their mean discrepancy scores and discrepancy ranks are listed below:

	I		II		III
Item	Mean Discrepancy Par.	Teac.	Group Ranking by Discrep. Score Par.	Teac.	Low Mean Discrep. Score Student
A. Communication Skills-- Speaking and Writing					
106. Using principles of public speaking.	0.842	0.725	22	40	0.505*
123. Knowing what makes writing interesting.	0.718	0.635*	42	*	0.483*
125. Wanting always to speak and write effectively.	0.925	0.874	16	22	0.541*
B. Communication Skills-- Reading					
12. Being able to select a book based on good literary standards.	0.751	0.687*	38	*	0.490*
58. Changing behavior from ideas learned through reading.	0.547*	0.775	*	30	0.496*

* Not considered an educational need by this group.

	I		II		III
Item	Mean Discrepancy Par.	Teac.	Group Ranking by Discrep. Score Par.	Teac.	Low Mean Discrep. Score Student
C. English Grammar					
2. Knowing common rules of the English language.	0.701	0.626*	44	*	0.319*
22. Being able to determine if a sentence is written correctly.	0.774	0.652*	33	*	0.239*
47. Knowing the importance of English grammar.	0.773	0.597*	34	*	0.294*
105. Choosing the best grammatical usage.	0.718	0.594*	41	*	0.323*
D. Spelling					
109. Being able to spell basic words.	0.463*	0.725	*	41	0.316*
120. Desiring the ability to spell correctly.	0.672*	0.730	8	38	0.406*

* Not considered an educational need by this group.

Several observations can be made from this table. First, the importance assigned communication skills by parents and teachers is demonstrated especially by Item 125, both in the high discrepancy score and low rank (relative to the others in the list) assigned it by both groups. As in the four earlier items, the emphasis is on oral communication skills (i.e., Items 106 and 125 have much higher discrepancy scores than Item 123). Second, parents consistently indicated the schools are not doing as much as they should in teaching English grammar; just as consistently, students indicated for these same items that schools were, in fact, doing about what they should do (student discrepancy scores for these items fell into the attained educational goal category--scores below 0.400). Third, teachers, who most frequently see student writing, think the schools should do more in teaching spelling; for one of these items, students indicate they think schools are achieving what is expected of them regarding learning to spell. Finally, the relatively low rank assigned all these items by parents and teachers is a reflection of the fact that the three groups agreed on the items of highest discrepancy.

Conclusion

As defined by the items listed above, a critical educational need area is:

NEED AREA 3: COMMUNICATION SKILLS, ESPECIALLY ORAL COMMUNICATION SKILLS

NEED AREA FOUR

Vocational Education
(as defined by the following items)

8. Having skills needed to get a good job.
13. Finding pleasure in doing work.
15. Being able to identify what skills are needed for a given job.
108. Willing to form judgments about one's own work.

	I				II				III			
	Mean Discrepancy Score*				Group Ranking by Discrepancy Score*				Intensity of Expectations* (in percent)			
Item	Stud.	Par.	Teac.	Pool.	S	P	T	Overall Rank	S	P	T	P
8.	0.710	0.866	0.938	0.789	16	21	16	15	49	40	44	46 (2)
13.	0.827	0.965	1.021	0.895	10	11	7	8	23	31	34	27 (17)
15.	0.859	0.973	0.884	0.881	9	7	21	12	34	27	27	32 (12)
108.	0.612	0.794	0.997	0.737	18	30	11	20	21	25	36	25 (19)

* See the footnote on page 30 which explains the meaning of the numbers in these columns.

The four items listed above identified vocational education as a critical area in which schools are not now teaching what survey participants believe they should teach.

1. Mean Discrepancy Score: Parents, teachers, and most significantly, students as well gave these items discrepancy scores in the high ranges of 0.800 and 0.900 (with only three exceptions: students on Item 8 and students and parents on Item 108).
2. Extent of Agreement Among Groups: In general, each of the three groups ranked these items in approximately the same range of rankings (with two exceptions: teachers on Item 15 and all groups on Item 108). The "Rank for all Groups" numbers for these items were in the middle of range of rankings (from 1-127).
3. Intensity of Expectations: All three groups believe strongly that schools SHOULD teach (Item 8) the skills needed to get a good job; in fact, only one item (126) was above Item 8 in intensity of expectations for all respondents. The intensity of expectations for the other three items is somewhat lower and the ranking of these items falls within the middle range of ranks for the 127 need items.

As before, parents and teachers indicated additional need items within the need area of vocational education. They were the following:

Item	I Mean Discrep. Score Par.	Teac.	II Group Ranking by Discrep. Score Par.	Teac.
90. Being aware of good workmanship.	0.708	0.775	43	29
98. Evaluating work based upon standards of a trade or profession.	0.776	0.685*	32	*

*Not considered an educational need by this group.

These items reinforce the importance parents and teachers, as well as students, assign to the need area of vocational education.

Conclusion

As defined by the items listed above, a critical educational need is:

NEED AREA 4: VOCATIONAL EDUCATION

NEED AREA FIVE

Personal Economics
(as defined by the following items)

16. Determining if tax dollars are spent wisely.
26. Being able to organize a family budget.
46. Knowing how our government is supported.
56. Planning a budget for own use.
61. Learning how to manage money.
78. Spending money wisely.

	I				II				III			
	Mean Discrepancy Score*				Group Ranking by Discrepancy Score*				Intensity of Expectations* (in percent)			
Item	Stud.	Par.	Teac.	Pool.	S	P	T	Overall Rank	S	P	T	P
16.	0.960	1.059	1.051	0.997	3	2	6	3	23	19	22	22 (24)
26.	0.890	0.971	0.953	0.918	6	8	14	7	22	14	24	21 (25)
46.	0.618	0.937	0.803	0.708	18**	14	28	21	29	28	32	29 (13)
56.	0.802	0.924	0.873	0.836	12	17	23	14	19	15	22	19 (26)
61.	0.915	1.035	1.002	0.953	5	3	10	5	25	20	27	25 (22)
78.	0.874	0.959	0.986	0.914	8	12	13	11	26	20	27	26 (19)

* See footnote on page 30 which explains the meaning of the numbers in these columns.

** The rank 18 was assigned to all items which students gave discrepancy scores lower than 0.700.

The six items listed above identified personal economics as a critical educational need area.

1. Mean Discrepancy Score: Most (2/3) of the discrepancy scores for the three groups were above 0.900; in fact, parents and teachers each gave two items scores greater than 1.000.

2. Extent of Agreement Among Groups: The high discrepancy scores for these items are reflected in the high ranks they were given by each group, and especially by the overall rank scores. Four of these items were in the top eleven items in overall rank. In other words, there was extensive agreement among students, parents, and teachers that these items outlined a critical educational need.
3. Intensity of Expectations: Given the high discrepancy scores and high rank scores discussed above, the intensity of expectations might be expected to be high also. A glance at the rank scores (the numbers in parentheses) in the "Pooled" column shows that, on the contrary, these items were near the low end of the scale regarding the percentage of respondents who thought schools SHOULD teach them "to a very great extent." The high discrepancy scores, then, must result from the respondents' opinion that schools NOW teach these items "to no extent" or "to some extent" while they SHOULD teach them "to a great extent," rather than "to a very great extent." Thus, while the discrepancy scores for these items indicate that the respondents thought schools were not fulfilling what is expected of them, intensity scores are evidence that the respondents' expectations for these items are not as high as they are for some other items.

Four other items which were concerned with practical economic decisions were ranked highly discrepant by parents and teachers:

Item	I Mean Discrep. Score Par.	Teac.	II Group Ranking by Discrep. Score Par.	Teac.
50. Applying standards or rules of design and quality in selecting things you use.	0.745	0.736	39	36
68. Being able to compare different economic systems	0.825	0.749	28	34
91. Deciding on the best place in which to live, based on available facts.	0.592*	0.708	*	44
114. Developing standards of a good home.	0.693*	0.804	*	27

* Not considered an educational need by this group.

Conclusion

As identified by the items listed above, a critical educational need area is:

NEED AREA 5: PERSONAL ECONOMICS

NEED AREA SIX

Civic Responsibility

(as defined by the following items)

4. Appreciating America and all it means.
21. Accepting the importance of law in our daily life.
30. Being able to identify laws of most help to our country.
41. Understanding the Constitution of the United States.
64. Cooperating with the law.
72. Being able to make sound judgments about political issues.

	I Mean Discrepancy Score*				II Group Ranking by Discrepancy Score*				III Intensity of Expectations* (in percent)			
Item	Stud.	Par.	Teac.	Pool.	S	P	T	Overall Rank	S	P	T	P
4.	0.639	0.907	0.886	0.738	18	**20	19	17	39	47	48	42 (4)
21.	0.657	0.832	0.885	0.739	18	**26	20	23	30	40	47	35 (9)

NEED AREA SIX (cont.)

	I				II				III			
	Mean Discrepancy Score*				Group Ranking by Discrepancy Score*				Intensity of Expectations* (in percent)			
Item	Stud.	Par.	Teac.	Pool.	S	P	T	Overall Rank	S	P	T	P
30.	0.742	0.835	0.831	0.777	15	23	24	22	25	21	24	24 (23)
41.	0.704	0.968	0.760	0.753	17	9	32	18	36	37	38	36 (8)
64.	0.603	0.790	0.890	0.701	18**	31	18	25	34	41	46	38 (6)
72.	0.793	0.940	1.080	0.887	14	13	4	9	24	19	39	27 (17)

* See the footnote on page 30 which explains the meaning of the numbers in these columns.

** The rank 18 was assigned to all items which students gave discrepancy scores lower than 0.700.

The six items listed above indicate civic responsibility as an area of high priority educational need.

1. Mean Discrepancy Score: The discrepancy scores illustrate the pattern, familiar now, of parents and teachers giving the items significantly highly scores than students gave them.
2. Extent of Agreement Among Groups: The three groups agreed on the importance of Item 72, but students did not agree on the other items which parents and teachers tended to give the same rank. With the exception of Item 72, which had a high overall rank, these items were in the lower middle range of overall rank. In other words, the degree to which the need exists (as indicated by the discrepancy scores on these items) is less than that for other items included in other need areas.
3. Intensity of Expectation: Although the discrepancy scores for these items are in the lower middle part of the spectrum, the intensity of expectation scores are near the top; in fact, four of the items are within the top nine. Parents and teachers in

particular (as indicated by their percentage scores) think the schools SHOULD teach these items "to a very great extent." Thus, while the discrepancy scores indicate the need in this area is less than in some other areas, the intensity scores demonstrate that in this area the respondents had very high expectations for the schools.

Three additional items marked discrepant by parents and teachers emphasize the educational need in the area of civic responsibility:

Item	I Mean Discrep. Score Par.	I Mean Discrep. Score Teac.	II Group Ranking by Discrep. Score Par.	II Group Ranking by Discrep. Score Teac.
7. Keeping the law and not getting into trouble.	0.752	0.735	37	37
74. Using information from the past to solve problems of today.	0.672*	0.773	*	31
86. Knowing how a law is made.	0.830	0.626*	27	*

* Not considered an educational need by this group.

Conclusion

As identified by the items listed above, a critical educational need area is:

NEED AREA 6: CIVIC RESPONSIBILITY

NEED AREA SEVEN

Identifying and Solving Problems
(as defined by the following items)

18. Having the skill to use different methods to solve problems.
94. Being curious about everything and anything.
53. Using the scientific method in problem solving.

	I Mean Discrepancy Score*				II Group Ranking by Discrepancy Score*				III Intensity of Expectations* (in percent)			
Item	Stud.	Par.	Teac.	Pool.	S	P	T	Overall Rank	S	P	T	P
18.	0.565	0.966	1.016	0.734	18**	10	9	13	34	39	43	37 (7)
94.	0.632	0.772	0.942	0.731	18**	36	15	26	23	32	41	29 (14)
53.	0.405***	0.773	0.810	0.557***	18**	35	26	NR	NR	NR	NR	NR

* See the footnotes on page 30 which explain the meaning of the numbers in these columns.
** The rank 18 was assigned to all items which students gave discrepancy scores lower than 0.700.
*** Not considered an educational need by this group.
NR: Too low to include in ranking.

Items 18 and 94 reinforced Item 53 (which did not have a discrepancy over 0.700 for the pooled respondents, N=6,286), indicated a critical educational need in the area of identifying and solving problems.

1. Mean Discrepancy Score: Though students indicated quite low discrepancies, parents and teachers gave these items rather high discrepancy scores.

2. Extent of Agreement Among Groups: Parents and teachers agreed especially that Item 18 was a high priority need. Their rankings for the other two items were in the lower range of items they identified as needs.

3. Intensity of Expectations: For Items 18 and 94 in particular, a large percentage of the respondents thought schools SHOULD teach these items "to a very great extent." The unexpectedly high percentage of students who shared this expectation with parents

and teachers seems to mean that their low discrepancy score indicates they think schools are in fact doing rather well in living up to their high expectations.

Conclusion

As defined by the items listed above, a critical educational need area is:

NEED AREA 7: IDENTIFYING AND SOLVING PROBLEMS

Additional High Discrepancy Items
(as defined by the following items)

General:

3. Having courage to meet challenges in life.
6. Enjoying life and being happy even when we have serious trouble.

Conservation:

17. Wanting to obey the laws of conservation.

	I				II				III			
	Mean Discrepancy Score*				Group Ranking by Discrepancy Score*				Intensity of Expectations* (in percent)			
Item	Stud.	Par.	Teac.	Pool.	S	P	T	Overall Rank	S	P	T	P
3.	0.936	0.908	1.075	0.968	4	19	5	6	31	30	46	35 (10)
6.	0.804	0.596	0.592	0.723	11	45**	47**	27	18	16	17	17 (27)
17.	0.801	0.737	0.994	0.842	13	40	12	24	26	25	33	28 (16)

* See the footnotes on page 30 which explain the meaning of the numbers in these columns.

** The number 45 for parents and 47 for teachers are numbers assigned to all items which those groups gave discrepancy scores lower than 0.700.

Comments

The items in the "General" category are at either end of the mean discrepancy and intensity of expectation spectra. Notably, all three groups agreed on the importance of Item 3, while only students indicated a high discrepancy score for Item 6.

The "Conservation" item was ranked relatively high by teachers and students, but relatively low by parents, giving it its low overall rank. The discrepancy scores of teachers and students, as well as the intensity of expectation for all three groups, place this item near the middle ranks of all high discrepancy items.

Summary of Conclusions

The S.P.A.C.E. Educational Need Survey identified a series of items for which the survey participants indicated that the schools are now NOW teaching what they think the schools SHOULD teach. These items can be conveniently organized into the following areas of critical educational need:

NEED AREA 1: DRUG EDUCATION

NEED AREA 2: FAMILY LIFE EDUCATION

NEED AREA 3: COMMUNICATION SKILLS, ESPECIALLY ORAL COMMUNICATION SKILLS

NEED AREA 4: VOCATIONAL EDUCATION

NEED AREA 5: PERSONAL ECONOMICS

NEED AREA 6: CIVIC RESPONSIBILITY

NEED AREA 7: IDENTIFYING AND SOLVING PROBLEMS

Subsidiary Need Areas

Parents and teachers identified several additional high discrepancy items which were not given discrepancy scores greater than 0.700 by all 6,286 respondents. These items can be grouped into two subsidiary need areas:

SUBSIDIARY NEED AREA ONE

Practical Mathematics
(as defined by the following items)

Item	I Mean Discrep. Score Par.	 Teac.	II Group Ranking by Discrep. Score Par.	 Teac.
43. Applying number skills in solving problems of everyday life.	0.800	0.743	29	35
49. Desiring to use mathematics effectively.	0.835	0.717	24	42
69. Wanting to solve mathematical problems without help.	0.832	0.753	25	33

Comments

The remarkable consistency evident in both parent and teacher mean discrepancy scores and rank scores give strength to the conclusion that they consider practical applications of mathematics a critical educational need area.

SUBSIDIARY NEED AREA TWO

Health Education
(as defined by the following items)

Item	I Mean Discrep. Score Teachers	II Group Ranking by Discrep. Score Teachers
25. Learning the relationship of diet, exercise and rest to good health.	0.703	45
48. Respecting the value of good health habits.	0.725	39

SUBSIDIARY NEED AREA TWO (cont.)

Item	I Mean Discrep. Score Teachers	II Group Ranking by Discrep. Score Teachers
85. Applying good health habits.	0.712	43
89. Wanting to follow good health habits.	0.702	46

Comments

From the relatively low discrepancy and rank scores, it is clear that teachers put this need area low on their list of priorities. But, of course, it was higher for teachers than for parents and students.

CHAPTER SEVEN

Attained Educational Goals

Introduction

Those items for which the smallest mean discrepancy scores were obtained (scores less than 0.400) have been called attained educational goals. For these items, the survey participants indicated that schools NOW teach just about what they SHOULD teach. The meaning of these responses is open to two interpretations: (1) Although schools NOW teach a certain item only "to some extent," according to the participants, they SHOULD teach it only "to some extent." In this instance, the participants identified the attainment of a low priority educational goal. (2) If the respondents marked schools NOW teach "to a very great extent," a certain item which they thought schools SHOULD teach "to a very great extent," then they identified the attainment of a high priority educational goal.

One way of differentiating high priority goals from low priority goals, within the constraints of the available time and money, was to compare the mean values for the extent to which schools SHOULD teach those items that were given low discrepancy scores. For example, when a person had marked schools SHOULD teach an item "to a very great extent," the computer read the value 4; when all 6,286 values for that "SHOULD teach" item were summed and divided by 6,286, a mean value was obtained. If that mean value was 2.4, a high priority goal was identified; if it was 1.1, a low priority goal was indicated.

Using this criterion, the twenty items for which the pooled (N=6286) mean discrepancy scores were less than 0.400 were divided into ten high priority and ten low priority attained educational goals.

The degree to which the goals have been attained is indicated by the mean discrepancy score; the lower the score, the less the difference between what schools NOW and SHOULD teach.

Disagreement Between Students and Parents and Teachers

As was mentioned earlier,* students approved the schools' present programs much more than parents and teachers did. Accordingly, students gave low discrepancy scores to forty items compared to fifteen such items for parents and sixteen for teachers.** In general, the disagreement was most marked on the high priority items; in fact, the only reason that most of these items had pooled mean discrepancies less than 0.400 was the low score given the items by students, coupled with the fact that students constituted sixty-one percent of the respondents. For most of the high priority attained goals, teachers and parents indicated discrepancy scores over 0.400. In contrast, on the low priority items, there was a widespread agreement among groups that these low priority goals were being attained.

High Priority Attained Educational Goals

When the low discrepancy items are ranked in order of the mean value for the extent to which schools SHOULD teach each item (rank 1 = highest mean "SHOULD teach" value), the top ten items (the high priority attained educational goals) clustered under four curriculum content areas.***

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* See page 27.

** The possible interpretations of this disagreement have been outlined on page 28.

*** The list of low discrepancy items according to the value of the "SHOULD teach" mean is on pages A-43 through A-44.

HIGH PRIORITY ATTAINED GOAL AREA 1: Mathematics, as Defined by the Following Items:

1. Solving simple arithmetic problems.
11. Knowing there is more than one number system.
36. Being able to add, subtract, multiply, and divide numbers.
95. Discovering different ways to solve mathematical problems.

	I Mean Discrepancy Score*				II Group Ranking by Discrepancy Score*				III Priority*	
Item	Stud.	Par.	Teach.	Pool.	S	P	T	Overall Rank	"SHOULD teach" Mean Value N=6286	Priority Rank
1.	0.277	0.618	0.477	0.374	11	16**	17**	13	2.083	2
11.	0.224	0.330	0.240	0.242	7	9	7	3	1.724	7
36.	0.198	0.633	0.544	0.345	5	16**	17**	7	2.463	1
95.	0.307	0.667***	0.616***	0.435***	17	16**	17**	NR	NR	NR

* I: Mean discrepancy scores have the same meaning and derivations given before on page 30. II: The discrepancy scores were ranked in order of increasing discrepancy; therefore, the lowest overall rank scores indicate the more nearly attained goals. See the list on page A-47. III: Priority scores and ranking have been explained before on page 30.

** The score 16 was assigned to those parent items for which parents had given discrepancy scores greater than 0.400. The score 17 was assigned to certain teacher items for the same reason.

*** Not considered an educational goal by this group.

ND: Too high to include in ranking.

Comments

The above items referring to the content area of mathematics include the two items which the respondents thought were the most important educational goals (among all the low discrepancy items). It is significant that for items 1 and 36 there was a large difference between the discrepancy scores for students and those for parents and teachers. In fact, only the very low scores given these items by the students were responsible for the items being among the low discrepancy items. Item 95 is another manifestation of the students' belief that schools are accomplishing what they should, regarding those aspects of mathematics to which the items refer. Since the judgments of parents and teachers widely contradict those of students, the only fair conclusion is that all groups agree that these items refer to a high priority educational goal, but students alone think the schools are presently attaining that goal.

HIGH PRIORITY ATTAINED GOAL AREA 2: Language Arts, as Defined by the Following Items:

34. Identifying related facts in a story.
88. Using rules of grammar in writing.
99. Identifying what one likes about a book.
118. Being able to explain the rules of punctuation.

	I Mean Discrepancy Score*				II Group Ranking by Discrepancy Score*				III Priority*	
Item	Stud.	Par.	Teach.	Pool.	S	P	T	Overall Rank	"SHOULD teach" Mean Value N=6286	Priority Rank
34.	0.242	0.514	0.532	0.352	10	16**	17**	12	1.732	6
88.	0.224	0.604	0.548	0.359	8	16**	17**	11	1.934	3
99.	0.289	0.446	0.488	0.361	13	16**	17**	15	1.708	9
118.	0.211	0.568	0.282	0.300	6	16**	10	5	1.710	8

* These items are explained on the previous page 30.
** These scores are explained on the previous page.

Comments

As before, with the exception of item 18, students alone were responsible for these items having discrepancy scores less than 0.400. The agreement of students and teachers on item 118, in the face of parent disagreement, suggests either that parents are unaware that their children can explain the rules of punctuation or that many parents judged the item using themselves as a guide for answering. Again, all groups agreed that the content area of language arts, to which these items referred, was a high priority educational goal; but only students thought the schools were attaining the goal satisfactorily.

Students' confidence in the language arts efforts of the schools is given additional emphasis from their indications on the following items:

Item	I Mean Discrepancy Students	II Group Ranking by Discrepancy Students
Grammar		
2. Knowing common rules of the English language.	0.319	22
47. Knowing the importance of English grammar.	0.294	15
66. Willing to follow the rules of grammar in speaking and writing.	0.279	12
105. Choosing the best grammatical usage.	0.323	24
Spelling		
92. Desiring correct spelling in writing.	0.318	21
109. Being able to spell basic words.	0.316	20
116. Enjoying the correct use of spelling.	0.345	29
117. Being able to use root words to make new words.	0.323	25
General		
9. Knowing that specific information can be found in reference books.	0.290	14
22. Being able to determine if a sentence is being written correctly.	0.239	9
110. Recognizing the parts of a good speech.	0.363	31

HIGH PRIORITY ATTAINED GOAL AREA 3: History, as Defined by the Following Items:

60. Knowing major periods of history.
33. Knowing that people in other lands have contributed to how we live.
37. Knowing how the past has affected our way of life.
65. Identifying the things in the past that benefit our way of life.
97. Making generalizations from historical facts.

	I Mean Discrepancy Score				II Group Ranking by Discrepancy Score				III Priority	
Item	Stud.	Par.	Teach.	Pool.	S	P	T	Overall Rank	"SHOULD teach" Mean Value N=6286	Priority Rank
60.	0.177	0.495	0.457	0.291	3	16*	17*	6	1.887	4
33.	0.382	0.486**	0.693**	0.475**	35	16*	17*	NR	NR	NR
37.	0.319	0.559**	0.621**	0.429**	22	16*	17*	NR	NR	NR
65.	0.365	0.564**	0.668**	0.469**	32	16*	17*	NR	NR	NR
97.	0.315	0.468**	0.619**	0.414**	18	16*	17*	NR	NR	NR

* These numbers are explained on the first chart in this chapter.
** Not considered an attained goal by this group.
NR: Too high to include in ranking.

Comments

The pattern here is not different from the first two high priority attained goal areas: Students think the schools NOW teach what they SHOULD; while in the judgment of parents and teachers, the items SHOULD be taught, but more satisfactorily than the schools are NOW teaching them.

HIGH PRIORITY ATTAINED GOAL AREA 4: Science, as Defined by the Following Items:

20. Knowing the earth has physical features.
71. Knowing how oceans and physical features of the earth change climate.
67. Being aware of the variety of living things.
80. Believing that scientific methods can solve problems.

	I Mean Discrepancy Score				II Group Ranking by Discrepancy Score				III Priority	
Item	Stud.	Par.	Teach.	Pool.	S	P	T	Overall Rank	"SHOULD teach" Mean Value N=6286	Priority Rank
20.	0.180	0.310	0.319	0.233	4	7	15	4	1.869	5

71.	0.296	0.408	0.439	0.347	16	16*	17*	16	1.664	10
67.	0.397	0.396	0.517**	0.427**	40	15	17*	NR	NR	NR
80.	0.331	0.577**	0.607**	0.434**	26	16*	17*	NR	NR	NR

* These numbers are explained on the first chart in this chapter.
** Not considered an attained goal by this group.
NR: Too high to include in ranking.

Comments

On item No. 20, there is agreement among all three groups and on item No. 67, between students and parents, which is unusual in the light of the previously reviewed attained goal areas. Items Nos. 71 and 80 demonstrate the familiar pattern.

Summary

The high priority attained goals, which were primarily determined by student responses, fell into four major curriculum areas:

Attained Goal Area 1: Mathematics
Attained Goal Area 2: Language Arts
Attained Goal Area 3: History
Attained Goal Area 4: Science

Although students were the most important contributors to the low discrepancy scores in these areas, all groups agreed that these items referred to high priority goals--that schools SHOULD teach them to a great extent.

Low Priority Attained Educational Goals

When the low discrepancy items are ranked in order of the mean value for the extent to which schools SHOULD teach each item, the last ten items (the low priority attained educational goals) clustered under three curriculum content areas.

LOW PRIORITY ATTAINED GOAL AREA 1: Art, as Defined by the Following Items:

14. Being able to mix colors to make a new color.
38. Enjoying work with clay.
55. Understanding the use of color in art.
87. Receiving enjoyment by working with paints.

	I Mean Discrepancy Score				II Group Ranking by Discrepancy Score				III Priority	
Item	Stud.	Par.	Teach.	Pool.	S	P	T	Overall Rank	"SHOULD teach" Mean Value N=6286	Priority Rank
14.	0.170	0.193	0.114	0.158	2	2	2	1	1.285	18
38.	0.375	0.185	0.185	0.300	33	1	4	8	1.133	20
55.	0.361	0.266	0.316	0.336	30	5	14	17	1.412	11
87.	0.392	0.219	0.264	0.336	37	4	9	18	1.375	13

Comments

All three groups agree that schools NOW teach what they should with regard to item No. 14; the other items reflect on agreement between parents and teachers that schools are presently teaching those items, while students are somewhat less certain. Of all the groups, parents are the most emphatic in indicating that the schools are teaching these items satisfactorily. The feelings of parents are given additional weight by the following items which they alone gave low discrepancy scores:

	I Mean Discrepancy	II Group Ranking by Discrepancy
Item	Parents	Parents
19. Wanting to explore new forms of art.	0.387	14
45. Forming judgments about art forms.	0.370	13
104. Understanding the differences in art forms, such as painting, music, etc.	0.338	11
115. Wanting always to enjoy art.	0.288	6

LOW PRIORITY ATTAINED GOAL AREA 2: Music, as Defined by the Following Items:

82. Knowing the basic notes in music.
102. Playing a musical score with a musical instrument.
93. Being able to write a simple piece of music.

	I Mean Discrepancy Score				II Group Ranking by Discrepancy Score				III Priority	
Item	Stud.	Par.	Teach.	Pool.	S	P	T	Overall Rank	"SHOULD teach" Mean Value N=6286	Priority Rank
82.	0.337	0.370	0.312	0.336	27	12	13	20	1.317	16
102.	0.339	0.337	0.252	0.316	28	10	8	14	1.276	19
93.	0.443	0.451	0.311	0.410	NR	16	12	NR	NR	NR

NR: Too high to include in ranking.

Comments

Though the three groups agreed that schools are NOW teaching what they SHOULD regarding these items, teachers seemed the most satisfied with the present efforts of the schools in this area.

LOW PRIORITY ATTAINED GOAL AREA 3: Foreign Language, as Defined by the Following Items:

83. Knowing when a foreign language is spoken correctly.
113. Judging when the grammar of a foreign language is correct.
76. Understanding a simple foreign phrase.
107. Appreciating foreign languages.

	I Mean Discrepancy Score				II Group Ranking by Discrepancy Score				III Priority	
Item	Stud.	Par.	Teach.	Pool.	S	P	T	Overall Rank	"SHOULD teach" Mean Value N=6286	Priority Rank
83.	0.378	0.466	0.285	0.366	34	16	11	19	1.371	14
113.	0.315	0.426	0.227	0.307	19	16	5	10	1.288	17
76.	0.394	0.479	0.404	0.407	39	16	17	NR	NR	NR
107.	0.394	0.573	0.481	0.440	38	16	17	NR	NR	NR

NR: Too high to include in ranking.

Comments

Students and teachers agreed that schools were attaining the goals set forth in these items. This student, teacher, and parent disagreement may suggest a communications problem; parents may not know how competent their children are with foreign languages.

ADDITIONAL LOW PRIORITY, LOW DISCREPANCY ITEMS:

	I Mean Discrepancy Score				II Group Ranking by Discrepancy Score				III Priority	
Item	Stud.	Par.	Teach.	Pool.	S	P	T	Overall Rank	"SHOULD teach" Mean Value N=6286	Priority Rank
70.	0.064	0.455	0.138	0.135	1	16	3	2	1.354	15
101.	0.383	0.203	0.076	0.280	36	3	1	9	1.378	12
73.	0.426*	0.327	0.379	0.401*	NR	8	16	NR	NR	NR

NR: Too high to be ranked.
* Not considered an attained goal by this group.

Summary

In general, in the low priority attained educational goals areas, parents and teachers indicated the schools were teaching what they should teach. In a few cases, teachers and students agreed, possibly identifying areas in which parents are not as well informed as they are in other areas. Although all respondents indicated that schools SHOULD teach these items to a lesser extent than the high priority items, they likewise indicated that schools were now teaching about what they should for the items falling into the following general areas:

Low Priority Attained Goal Area 1: Art

Low Priority Attained Goal Area 2: Music

Low Priority Attained Goal Area 3: Foreign Language

CHAPTER EIGHT

A Summary of Remarks from Respondent Comment Cards

Each person who participated in the need survey was given a 3" x 5" card on which he was asked to write any comment he might have about the need survey itself or about important educational needs which the survey overlooked.

A total of 1,744 respondents (28% of all survey participants) used the comment cards. This total included 1,312 students, 174 parents, and 258 teachers. Since the cards given each group were a different color, the comments from each of the various groups could be separated by group. Tables giving a complete breakdown by group for the most frequently mentioned items are on pages A-54 through A-55. They may be useful supplements to the following discussion.

Two assumptions were made about the persons who actually wrote comments on their cards. First, it is common knowledge that dissatisfied people are more likely to respond to an opportunity for open-ended comment than are satisfied people. Therefore, if the cards that were returned are biased in any way, they may reflect a more negative opinion toward the survey and the schools than was held by all the survey participants. Second, the people who used the comment cards are also likely to be the more articulate people, the people who can take widely shared but vague feelings and organize those feelings into an explicit statement. Therefore, even though the comments may be biased and represent only about one-fourth of the total sample, the feelings expressed on the cards may be more widely shared than the number of returned cards would suggest.

The remarks from the comment cards were of two general types. Remarks of the first type were concerned with the questionnaire itself. Remarks of the second type were specific suggestions for improving present school programs.

Comment Card Criticisms of the Need Survey Questionnaire*

The most frequent comment card remark was that the questionnaire was repetitous. More than anything else, this probably indicates that most survey participants were not aware of the differences between questions which referred to the same curriculum content area, but to different domains of Bloom's Taxonomy; most participants apparently read the items as if they simply referred to a curriculum content area.

Many comment cards said the survey was simply ridiculous, a waste of time and money. More measured remarks said the items were ambiguous and poorly phrased. Several respondents complained that the questionnaire concentrated too much on the areas of art, music, health, and physical education. Other comment cards mentioned the need for more elaboration on the answers and for a broader range of answer categories. Cards from all groups, particularly high school students and faculty, expressed a desire to be able to indicate the grade level or achievement level of the students they were referring to when they responded to the questionnaire items.

Many student comment cards specifically said they thought the survey was "good." High school teachers, on the other hand, were suspicious of the validity of the conclusions that might be drawn from their responses. Several twelfth grade students commented that the questionnaire did not cover the real school problems. What they, and others, thought these problems were is discussed in the next section.

Comment Card Suggestions for Educational Improvements**

Most of the suggestions for ways to improve the present educational program came from students, high school students in particular. Teachers, and to a lesser extent, parents were curiously silent.

---

* See the table on page A-54 for a group-by-group tabulation of remarks in this category.

** See the table on page A-55 for a group-by-group tabulation of remarks in this category.

Many student suggestions called for an expanded curriculum offering in a specific curriculum content area. The most frequent suggestion of sixth graders was for more art. Twelfth graders shared this concern for art, and with ninth graders, indicated a strong desire for more family life and drug education. Catholic school students also mentioned the need for family life and drug education while just as frequently pointing out their desire for more physical education, a concern shared by Catholic school parents. The frequency with which each group mentioned the other content areas can be checked in the table on page A-55.

Other student suggestions were criticisms of present school policies which are not directly related to curriculum offerings. The remarks were pointed and poignant. It would be a mistake to write them off as flippant, irresponsible statements; in fact, their moderate tone and their sincerity were impressive. They mentioned four different areas of school policy. Present teaching methods constituted the most frequently criticized area of school policy. Students called for better prepared teachers and more rigorous programs for evaluating a teacher's effectiveness. They mentioned a need for more teachers who respect them and express a concern for them. Others indicated that student-teacher relations are too formal, and actually inhibit learning. (A student-teacher lounge and small group meetings, whose content and direction were set by students, were suggested to ameliorate this.) Parents who made remarks about teachers suggested schools concentrate their expenditure on getting and keeping the best teachers; they also expressed a need for more communication between teachers as well as between parents and teachers.

Grading policies came in for substantial student criticisms. Many students said that the emphasis on high grades was so intense that students competed fiercely to get the grades, and in the process, lost sight of learning as the real purpose of education. They felt that grades should be given less emphasis and should more accurately reflect what students have learned. There were several complaints that students who get low grades in a high achievement level class are treated unfairly since, if they had been in a class of lower achievement level, the same amount of progress would have earned a higher grade.

A third area of student criticism was concerned with school rules. In the eyes of the students, many school rules are simply measures designed to make them conform to standards that have no relationship to the process of learning. Rules enforcing certain standards of dress and grooming, rules against smoking, and rules prohibiting an "open campus" were frequently mentioned examples of such measures.

Related to these criticisms were the general remarks students made about the education they are offered. They expressed a strong sentiment for more freedom of expression, for more opportunity for individual development, and for a more creative educational program. They specifically mentioned a desire for fewer required courses and correspondingly more electives which cover a wider variety of content areas. Several indicated an interest in a more experimental educational program.

The general conclusion drawn from these student criticisms is that students seek a more influential role in determining the kind of education they receive. They believe, and not unjustly, that their opinions are at least as valid as other people's and that they must be considered when the educational decisions are made which most directly affect their lives as students and their future lives as citizens.

APPENDIX

Santa Cl unty
Project
Adva
Creat ity in
Ed ation

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WHAT IS YOUR OPINION OF EDUCATIONAL GOALS IN SANTA CLARA COUNTY?
(Study #1)

This questionnaire is part of a continuing effort to improve education in Santa Clara County. The information will be used to help us:

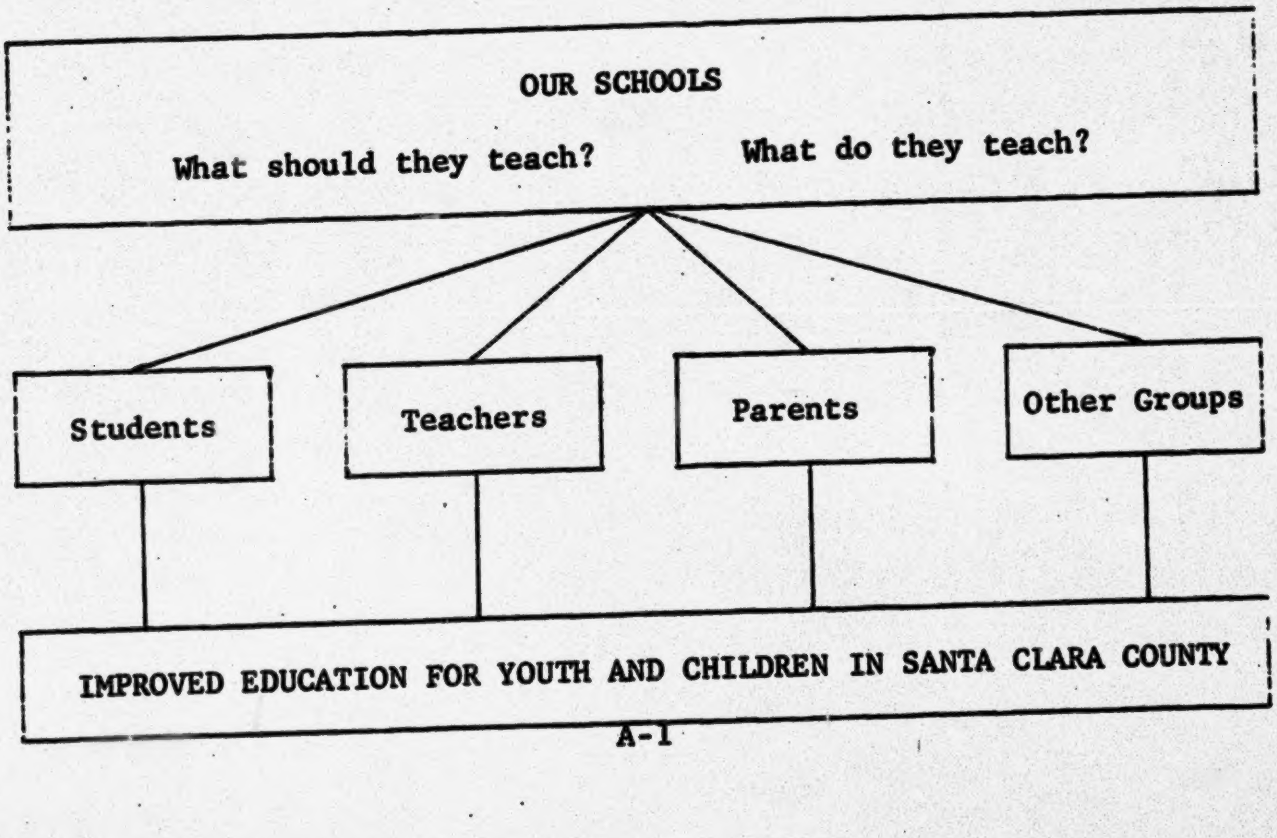
Identify important educational needs, and

Decide some priorities for new educational programs.

Your answers will be combined with the answers of many other persons in the County. Therefore, please do not sign your name.

The instruction sheet will help you in filling out this questionnaire; please follow it carefully so that your opinion can be given its full value. Please answer each statement.

We look forward to sharing the results of this study with you. Thank you for participating.


OUR SCHOOLS
What should they teach?
What do they teach?
Students
Teachers
Parents
Other Groups
IMPROVED EDUCATION FOR YOUTH AND CHILDREN IN SANTA CLARA COUNTY

WHAT IS YOUR OPINION OF EDUCATIONAL GOALS IN SANTA CLARA COUNTY?
(Study #1)

DIRECTIONS

In Column I below are many kinds of learning goals for students.

In Part I please check how much you think schools NOW teach or help students learn the things in Column I.

In Part II please check how much you think schools SHOULD teach or help students learn the things in Column I.

COLUMN I		PART I Do schools NOW teach or help students learn the things in Column I?				PART II SHOULD schools teach or help students learn the things in Column I?			
Some Student LEARNING GOALS are:	1 cc	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
		a	b	c	d	A	B	C	D
1. Solving simple arithmetic problems.	27-28								
2. Knowing common rules of the English language.	29-30								
3. Having courage to meet challenges in life.	31-32								
4. Appreciating America and all it means.	33-34								
5. Being a good person that everyone likes.	35-36								
6. Enjoying life and being happy even when we have serious trouble.	37-38								
7. Keeping the law and not getting into trouble.	39-40								
8. Having skills needed to get a good job.	41-42								
9. Knowing that specific information can be found in reference books.	43-44								
10. Being able to recognize high quality in stories.	45-46								
11. Knowing there is more than one number system.	47-48								

COLUMN I		PART I Do schools NOW teach or help students learn the things in Column I?				PART II SHOULD schools teach or help students learn the things in Column I?			
Some Student LEARNING GOALS are:	1 cc	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
		a	b	c	d	A	B	C	D
12. Being able to select a book based on good literary standards.	49-50								
13. Finding pleasure in doing work.	51-52								
14. Being able to mix colors to make a new color.	53-54								
15. Being able to identify what skills are needed for a given job.	55-56								
16. Determining if tax dollars are spent wisely.	57-58								
17. Wanting to obey the laws of conservation.	59-60								
18. Having the skill to use different methods to solve problems.	61-62								
19. Wanting to explore new forms of art.	63-64								
20. Knowing the earth has physical features.	65-66								
21. Accepting the importance of law in our daily life.	67-68								
22. Being able to determine if a sentence is written correctly.	69-70								
23. Knowing about the different viewpoints of art.	71-72								
24. Being able to read simple music.	73-74								
25. Learning the relationship of diet, exercise and rest to good health.	75-76								
26. Being able to organize a family budget.	77-78								

COLUMN I		PART I Do schools NOW teach or help students learn the things in Column I?				PART II SHOULD schools teach or help students learn the things in Column I?			
Some Student LEARNING GOALS are:	2 cc	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
		a	b	c	d	A	B	C	D
27. Knowing why different languages are spoken.	13-14								
28. Identifying different styles in the arts.	15-16								
29. Being able to read a map.	17-18								
30. Being able to identify laws of most help to our country.	19-20								
31. Being able to judge types of music.	21-22								
32. Preparing food for a family.	23-24								
33. Knowing that people in other lands have contributed to how we live.	25-26								
34. Identifying related facts in a story.	27-28								
35. Knowing the basic rules for physical fitness.	29-30								
36. Being able to add, subtract, multiply and divide numbers.	31-32								
37. Knowing how the past has affected our way of life.	33-34								
38. Enjoying work with clay.	35-36								
39. Knowing the parts of the body.	37-38								
40. Expressing clearly one's point of view.	39-40								
41. Understanding the Constitution of the United States.	41-42								

COLUMN I		PART I Do schools **NOW** teach or help students learn the things in Column I?				PART II **SHOULD** schools teach or help students learn the things in Column I?			
Some Student **LEARNING GOALS** are:	2 cc	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
		a	b	c	d	A	B	C	D
42. Planning a good physical exercise activity.	43-44								
43. Applying number skills in solving problems of everyday life.	45-46								
44. Appreciating many styles of writing.	47-48								
45. Forming judgments about art forms.	49-50								
46. Knowing how our government is supported.	51-52								
47. Knowing the importance of English grammar.	53-54								
48. Respecting the value of good health habits.	55-56								
49. Desiring to use mathematics effectively.	57-58								
50. Applying standards or rules of design and quality in selecting things you use.	59-60								
51. Learning to identify quality in art works.	61-62								
52. Having a large speaking vocabulary.	63-64								
53. Using the scientific method in problem solving.	65-66								
54. Knowing the value of physical fitness in daily life.	67-68								
55. Understanding the use of color in art.	69-70								
56. Planning a budget for own use.	71-72								

COLUMN I		PART I Do schools **NOW** teach or help students learn the things in Column I?				PART II **SHOULD** schools teach or help students learn the things in Column I?			
Some Student **LEARNING GOALS** are:	2 cc	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
		a	b	c	d	A	B	C	D
57. Being aware of good health habits.	73-74								
58. Changing behavior from ideas learned through reading.	75-76								
59. Being able to plan or map out a trip across the country.	77-78								
60. Knowing major periods of history.	3 cc 13-14								
61. Learning how to manage money.	15-16								
62. Being able to tell others about what one reads in a newspaper.	17-18								
63. Being aware of beauty in sculpture.	19-20								
64. Cooperating with the law.	21-22								
65. Identifying the things in the past that benefit our way of life.	23-24								
66. Willing to follow the rules of grammar in speaking and writing.	25-26								
67. Being aware of the variety of living things.	27-28								
68. Being able to compare different economic systems.	29-30								
69. Wanting to solve mathematical problems without help.	31-32								
70. Being able to diagram a sentence.	33-34								
71. Knowing how oceans and physical features of the earth change climate.	35-36								
72. Being able to make sound judgments about political issues.	37-38								

COLUMN I		PART I Do schools NOW teach or help students learn the things in Column I?				PART II SHOULD schools teach or help students learn the things in Column I?			
Some Student LEARNING GOALS are:	3 cc	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
		a	b	c	d	A	B	C	D
73. Being able to take part in sports activities for enjoyment.	39-40								
74. Using information from the past to solve problems of today.	41-42								
75. Organizing ideas and statements while speaking.	43-44								
76. Understanding a simple foreign phrase.	45-46								
77. Working with simple tools to produce a product of some kind.	47-48								
78. Spending money wisely.	49-50								
79. Enjoying the expression of ideas in writing.	51-52								
80. Believing the scientific method can solve problems.	53-54								
81. Being able to identify those things in art that give pleasure.	55-56								
82. Knowing the basic notes in music.	57-58								
83. Knowing when a foreign language is spoken correctly.	59-60								
84. Wanting always to speak effectively.	61-62								
85. Applying good health habits.	63-64								
86. Knowing how a law is made.	65-66								
87. Receiving enjoyment by working with paints.	67-68								
88. Using rules of grammar in writing.	69-70								
89. Wanting to follow good health habits.	71-72								

COLUMN I	PART I Do schools **NOW** teach or help students learn the things in Column I?				PART II **SHOULD** schools teach or help students learn the things in Column I?			
Some Student **LEARNING GOALS** are: 3 cc	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
	a	b	c	d	A	B	C	D
90. Being aware of good workmanship. 73-74								
91. Deciding on the best place in which to live, based on available facts. 75-76								
92. Desiring correct spelling in writing. 77-78								
93. Being able to write a simple piece of music. 4 cc 13-14								
94. Being curious about anything and everything. 15-16								
95. Discovering different ways to solve mathematical problems. 17-18								
96. Knowing the importance of a good diet. 19-20								
97. Making generalizations from historical facts. 21-22								
98. Evaluating work based upon standards of a trade or profession. 23-24								
99. Identifying what one likes about a book. 25-26								
100. Enjoying the ability to speak a foreign language. 27-28								
101. Being able to determine what is a good athlete. 29-30								
102. Playing a musical score with a musical instrument. 31-32								
103. Identifying those things desired in a home. 33-34								
104. Understanding the differences in art forms, such as painting, music, etc. 35-36								

COLUMN I		PART I Do schools NOW teach or help students learn the things in Column I?				PART II SHOULD schools teach or help students learn the things in Column I?			
Some Student LEARNING GOALS are:	4 cc	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
		a	b	c	d	A	B	C	D
105. Choosing the best grammatical usage.	37-38								
106. Using principles of public speaking.	39-40								
107. Appreciating foreign languages.	41-42								
108. Willing to form judgments about one's own work.	43-44								
109. Being able to spell basic words.	45-46								
110. Recognizing the parts of a good speech.	47-48								
111. Enjoying the music of different cultures - past and present.	49-50								
112. Knowing good health habits.	51-52								
113. Judging when the grammar of a foreign language is correct.	53-54								
114. Developing standards of a good home	55-56								
115. Wanting always to enjoy art.	57-58								
116. Enjoying the correct use of spelling.	59-60								
117. Being able to use root words to make new words.	61-62								
118. Being able to explain the rules of punctuation.	63-64								
119. Wanting to be physically fit.	65-66								
120. Desiring the ability to spell correctly.	67-68								
121. Being aware of the fine arts.	69-70								

COLUMN I		PART I Do schools NOW teach or help students learn the things in Column I?				PART II SHOULD schools teach or help students learn the things in Column I?			
Some Student LEARNING GOALS are:	4 cc	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent	To No Extent	To Some Extent	To A Great Extent	To A Very Great Extent
		a	b	c	d	A	B	C	D
122. Becoming familiar with different types of food.	71-72								
123. Knowing what makes writing interesting.	73-74								
124. Expressing ideas using drawing, music, painting, clay, etc.	75-76								
125. Wanting always to speak and write effectively.	77-78								
126. Learning about drugs such as LSD and marijuana.	5 cc 13-14								
127. Learning facts about marriage, family, and the birth of children.	15-16								

The work presented herein was performed pursuant to a grant under Title III, P.L. 89-10

(For Scanner)

INTRODUCTION

The answer sheet for this study is called an "Optically Scanned Mark Sense Response Form," which means that it can be "read" by a machine called an Optical Scanner and understood by a computer. Of course, to make it work properly, we must be very exact and careful when we fill it out. A soft, dark pencil should be used, because anything else--colored pencils, ball point pens, or hard lead pencils--won't leave the kind of mark that the Optical Scanner can read. We must also be careful when filling in the boxes to fill the box completely, but not to go outside of the lines of the box. Do not make stray marks and remember to erase mistakes completely.

INSTRUCTIONS

START WITH SIDE ONE. In the upper left hand corner you will see the Roman numeral I that says, "COUNTY/DISTRICT/SCHOOL." First, write the number that has been given to you by the person who gave you this set in the blank spaces at the top of each column; then darken the box corresponding to each number. You should have darkened nine boxes--two for COUNTY CODE, three for DISTRICT CODE, and four for your SCHOOL number.

For Roman numeral II, you have been assigned "your" number. Write it in the three blank spaces and then darken the corresponding box in each column.

For Roman numeral III, you will see one column with response boxes titled, "TYPE OF SCHOOL." Fill in the correct box from the following school types:

Darken "NONE" if you do not attend school.
Darken 1 if your school is a public high school.
Darken 2 if your school is a public junior high school.
Darken 3 if your school is a public elementary school.
Darken 4 if your school is a non-public, sectarian high school.
Darken 5 if your school is a non-public, sectarian junior high school.
Darken 6 if your school is a non-public, sectarian elementary school.
Darken 7 if your school is a non-public, non-sectarian high school.
Darken 8 if your school is a non-public, non-sectarian junior high school.
Darken 9 if your school is a non-public, non-sectarian elementary school.

For Roman numeral IV, there is another column of response boxes titled, "WHAT YOU DO." Fill in the box that most closely describes your primary activity.

Darken 1 if you are a student.
Darken 2 if you are a teacher or counselor.
Darken 3 if you are a parent not connected with education.
Darken 4 if you are a superintendent or assistant superintendent.
Darken 5 if you are a principal or other administrator.
Darken 6 if you are a special services nurse or psychologist.
Darken 7 if you are a custodian, gardener, or maintenance man.
Darken 8 if you are one of a business office personnel.
Darken 9 if you are none of the above.

Continue with Roman numeral V through XI darkening the correct box for each.

The rest of Side One contains 80 statements. Each statement has two parts. PART I is headed "SCHOOLS NOW TEACH" and has four (4) columns marked "a, b, c, d." PART II is headed "SCHOOLS SHOULD TEACH" and has four (4) columns marked "A, B, C, D."

For example, refer to Statement 1, "Solving simple arithmetic problems." Darken the box in PART I that describes the extent to which you believe schools now teach students to solve simple arithmetic problems.

If you think "To No Extent," darken box "a."
If you think "To Some Extent," darken box "b."
If you think "To A Great Extent," darken box "c."
If you think "To A Very Great Extent," darken box "d."

Darken the box in PART II of Statement 1 that describes the extent to which you believe schools should be teaching students to solve simple arithmetic problems.

If you think "To No Extent," darken box "A."
If you think "To Some Extent," darken box "B."
If you think "To A Great Extent," darken box "C."
If you think "To A Very Great Extent," darken box "D."

Darken only one box in each of the parts.

Now do the same thing for the remaining statements on Side One. After you complete Side One, turn the response form over to Side Two and do these things:

1. Copy the COUNTY/DISTRICT/SCHOOL CODE into the blank spaces provided on Side Two and darken the corresponding boxes in each column.

2. Copy "your" number into the blank spaces provided and darken the corresponding boxes.

3. Darken the two boxes below "THIS IS SIDE TWO, DARKEN THESE TWO BOXES NOW."

4. If you are a parent, darken the boxes that apply to you under Roman numeral XI.

Now finish marking PART I and PART II for statements 81 through 127 in the same way that you completed statements 1 through 80 on the other side.

Check once again to be sure that you have correctly written and marked the corresponding boxes for the COUNTY/DISTRICT/SCHOOL CODE and "your" number on BOTH sides of the response form, review your marking for neatness and return the set of forms to the person who gave it to you.

SPACE

THIS IS SIDE ONE

COUNTY/DISTRICT/SCHOOL

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

II YOUR NUMBER

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

III. TYPE SCHOOL NONE

1 2 3 4 5 6 7 8 9

IV. WHAT YOU DO

1 2 3 4 5 6 7 8 9

V RACE

☐ CAUCASIAN
☐ MEX. AMER.
☐ NEGRO
☐ ORIENTAL
☐ INDIAN
☐ OTHER

VI. AGE GROUP

☐ BELOW 11 YRS.
☐ 11-13 YRS.
☐ 14-16 YRS.
☐ 17-19 YRS.
☐ 20-30 YRS.
☐ OVER 30 YRS.

VII. SEX

☐ MALE
☐ FEMALE

X. IN YOUR OPINION ARE OUR SCHOOLS DOING:

☐ VERY GOOD JOB
☐ GOOD JOB
☐ POOR JOB
☐ VERY POOR JOB

VIII. SCHOOL ACHIEV.

☐ ABOVE AVG.
☐ AVERAGE
☐ BELOW AVG.

IX. FAMILY INCOME

☐ $4000/LESS
☐ 4001/7000
☐ 7001/10,000
☐ OVER 10,000

XI. WHERE YOU LIVE

☐ FARM/CNTRY.
☐ TOWN/SUBURB
☐ CITY

SCHOOLS — NOW TEACH a b c d — SHOULD TEACH A B C D

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

SCHOOLS — NOW TEACH a b c d — SHOULD TEACH A B C D

21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

SCHOOLS — NOW TEACH a b c d — SHOULD TEACH A B C D

41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60

SCHOOLS — NOW TEACH a b c d — SHOULD TEACH A B C D

61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80

A-13

UTILITY FORM 2334

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Dr. George Downing, Superintendent
San Jose Unified School Dist. Area

Mr. Don Eddie, Superintendent
Los Gatos High School Dist. Area

Mr. Frank Fiscalini, Superintendent
East Side High School Dist. Area

Mr. Laurance Hill, Superintendent
Campbell High School Dist. Area

Mr. Wendell Huxtable, Deputy Supt.
Santa Clara Unified School Dist. Area

Mr. Harold Delavan, Superintendent
Mt. View-Los Altos High School Dist. Area

Dr. Charles Knight, Superintendent
Fremont High School Dist. Area

Mr. William Keig, Superintendent
Morgan Hill Unified School Dist. Area

Dr. Harold Santee, Superintendent
Palo Alto Unified School Dist. Area

PRIVATE SCHOOLS
Brother Allen DeLong
Catholic Schools

Miss Margarita Espinosa
Non-Sectarian Schools

Mrs. Olivia Davies
Parochial Schools

COLLEGES AND UNIVERSITIES
Dr. G. W. Ford
San Jose State College

Dr. Gerald McDonald
University of Santa Clara

Dr. Fannie Shaftel
Stanford University

COUNTY OFFICE OF EDUCATION
Dr. Glenn Hoffmann
County Superintendent of Schools

COMMUNITY ACTION PROGRAM
Mrs. Dorothy Goble
Economic Opportunity Commission

THE ARTS
Mr. Clyde Arbuckle
Museums

Mr. George Farrier
Libraries

Father Pociask
Art

Dr. Hal Todd
Drama

Dr. Warren Wade
Educational Television

Dr. Gibson Walters
Music

April 10, 1967

Dear Teacher:

Money exists to attack educational problems in Santa Clara County. The question is, "What are the problems?" We think teachers know. We also think students and parents know. The enclosed questionnaire has been carefully designed by a team of educators to help us collect this information.

The questionnaire has already been pilot tested in Marin County. Bloom's taxonomy was used to provide a framework for developing items systematically. Each item is tied to a given level of the taxonomy. The most up-to-date techniques, including use of the optical scanner and computerized data processing, will be used to analyze the results.

An honorarium of $20.00 will be paid to you for helping us to administer the questionnaire. (You were recommended to us for this service by your principal.)

To brief you on how to administer the questionnaire, it will be necessary for you to attend one of the following briefings:

1. 4:00 - 5:30 p.m., Tuesday, April 18, 1967
2. 7:00 - 8:30 p.m., Wednesday, April 19, 1967
3. 7:00 - 8:30 p.m., Thursday, April 20, 1967

The meeting will be held at the Supplementary Education Center, 1110 North Tenth Street, San Jose.

Enclosed is a postcard indicating each of the scheduled meeting times. Please indicate which meeting you will attend and mail the card back to us today.

Sincerely,

Duane L. Bay

DUANE L. BAY
Director

DLB:PPP:ag
Enclosures

I. Teacher Instructions for Polling Students
(All Teacher Coordinators)

1. **To Whom Will the Questionnaire be Administered**

   A. Elementary: Students of one 6th grade class
   B. Secondary: Students in ____________ class(es) (Use the same questionnaires in each of your classes if you have more than one class.)

2. **Distribution of Materials to the Students**

   A. Make certain each student has:
      1. One questionnaire
      2. One answer form
      3. One No. 2 pencil
      4. One ____________ comment card
   B. Announce that the use of the comment card is optional for each student.

3. **Instructions to the Student**

   A. Read aloud the statement of purpose on the front of the answer sheet and ask the students to follow along with you.
   B. Do the same with the introductory paragraph on the instruction sheet.
   C. Your County/District/School number is __________________. Write it on the board at the top of a sample grid.
   D. Read aloud the first paragraph under the heading INSTRUCTIONS.
   E. On the sample grid demonstrate how to darken in the proper blanks for the County/District/School number.
   F. Ask the students to do this now on both sides of the answer sheet.
   G. You are to use numbers beginning with _______ to number your students. Starting with that number, assign consecutive numbers to the students by rows. (For example, the first class might start with the numbers 1-25, the second with 26-52, and the third with 53-75.)
   H. Ask the students to write the number you assigned them in the space provided under "Your Number," Roman numeral II. Have them write this on both sides of the answer sheet now. Explain that this number will in no way identify them. The number is necessary to tie the front and back sides of the answer sheet together after data processing. Without it our data will be chaotic.
   I. Continue reading aloud the Instruction Sheet until finished.
   J. Caution the students not to fold or mutilate the answer form.
   K. After all general information has been completed, ask the students to begin answering the questionnaire.

4. **While the Students are Taking the Questionnaire**

   A. While the students are busy, complete the Collection Checklist--Students for that class. Copies of that form are in your envelope.

5. **Time Required to Complete the Questionnaire**

   A. Fifty minutes should be enough to allow every student to complete the questionnaire. If a few students need more time, please make every effort to allow them to complete the entire form.

6. Collection of Materials From the Students

A. When all students have completed the questionnaire, ask them to:
   1. Pass in the questionnaire with the cover page up.
   2. Pass in the optical scan answer forms with Side One up.
   3. Pass in the No. 2 pencils.
   4. Pass in only those comment cards containing comments.

B. Count the answer forms to make certain you have the number indicated on the Collection Checklist--Students. Then store the completed answer forms and the Collection Checklist--Students in your envelope.

7. After Completion of Student Questionnaires

A. Elementary: Store the student answer sheets. Turn to III of this form for instructions on how to proceed with the parent questionnaires.

B. Secondary: Turn in all materials to the principal's secretary.

S.P.A.C.E. NEED SURVEY

Please return this along with the completed forms for each class.

Data Collection Checklist--Students

Teacher: ______________________________

County/District/School Number: ____________________

Date: ______________ **Grade Level:** 6 9 12
(Circle appropriate one)

General Ability Level: High Middle Low

Total Number of Answer Sheets Distributed: ____________

Number of Sheets Completed: ____________________

Number of Sheets Not Returned: __________________

Please indicate any comments that might help us evaluate the results from your class.

III. Teacher Instructions for Polling Parents
(Elementary Teacher Coordinators Only)

1. Distribution of Questionnaires to Parents

   A. After faculty and students have been polled, give each student the following:
      1. One questionnaire
      2. One answer form
      3. Two white comment cards
      4. One No. 2 pencil
      5. One letter to parents
      6. One large envelope to contain all the materials

   B. Ask the students to put the materials in the envelope, being careful not to fold or mutilate the answer form.

2. Instructions to Students About Parent Forms

   A. Tell each student to make sure the envelope and its contents get to his parents that afternoon. Ask the students to show their parents how to fill out the answer sheet. Ask the students to urge their parents to complete the answer sheet in time for the student to return it within the next two days.

3. Collecting Returned Parent Forms

   A. Collect parent envelopes from students. Please try to have all parent forms returned within five days.

4. Organizing Returned Parent Forms

   A. The following steps should be observed with each returned parent form:
      1. Take all the materials from the parent envelope.
      2. Put the questionnaires cover side up in a parent envelope which has been marked QUESTIONNAIRES.
      3. Put the answer sheets Side One up in a parent envelope which has been marked PARENT ANSWER FORMS.
      4. Put the pencils in with the questionnaires to avoid marking up the answer forms.
      5. Put the comment cards in with the answer forms.

   B. After five days, when all parent forms have been returned, mark on each parent answer sheet:
      1. The County/District/School number
      2. "Your Number" assigned to the answer sheets consecutively beginning with the number 700
      3. The spaces on Side Two of the answer sheet labeled "Darken These Two Boxes Now"

   C. Complete the Collection Checklist--Parents, a copy of which is enclosed in your materials.

5. After all of the answer forms from students, faculty, and parents are completed, leave your materials with the principal's secretary. Then call S.P.A.C.E. at 299-3731. A member of the S.P.A.C.E. staff will pick up the completed answer sheets and other materials.

III. Teacher Instructions for Polling Parents
(Elementary Teacher Coordinators Only)

1. Distribution of Questionnaires to Parents

   A. After faculty and students have been polled, give each student the following:
      1. One questionnaire
      2. One answer form
      3. Two white comment cards
      4. One No. 2 pencil
      5. One letter to parents
      6. One large envelope to contain all the materials

   B. Ask the students to put the materials in the envelope, being careful not to fold or mutilate the answer form.

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3. Collecting Returned Parent Forms

   A. Collect parent envelopes from students. Please try to have all parent forms returned within five days.

4. Organizing Returned Parent Forms

   A. The following steps should be observed with each returned parent form:
      1. Take all the materials from the parent envelope.
      2. Put the questionnaires cover side up in a parent envelope which has been marked QUESTIONNAIRES.
      3. Put the answer sheets Side One up in a parent envelope which has been marked PARENT ANSWER FORMS.
      4. Put the pencils in with the questionnaires to avoid marking up the answer forms.
      5. Put the comment cards in with the answer forms.

   B. After five days, when all parent forms have been returned, mark on each parent answer sheet:
      1. The County/District/School number
      2. "Your Number" assigned to the answer sheets consecutively beginning with the number 700
      3. The spaces on Side Two of the answer sheet labeled "Darken These Two Boxes Now"

   C. Complete the Collection Checklist--Parents, a copy of which is enclosed in your materials.

5. After all of the answer forms from students, faculty, and parents are completed, leave your materials with the principal's secretary. Then call S.P.A.C.E. at 299-3731. A member of the S.P.A.C.E. staff will pick up the completed answer sheets and other materials.

S.P.A.C.E. NEED SURVEY

Please return this along with
the completed parent forms.

Data Collection Checklist--Parents

Teacher: ______________________________

County/District/School Number: ____________________

Date: ______________

Total Number of Answer Sheets Sent Out to Parents: ________

Total Number of Answer Sheets Returned: ______________

Total Number of Answer Sheets Not Returned: ____________

Please circle the differences if any between the parents and children who returned answer sheets and those who did not.

Parents

____ No difference.

Older, Younger? Non-respondent differed on age.

Higher, Lower? Non-respondents differed on income.

Higher, Lower? Non-respondents differed on education level.

Write in Difference ____________ Non-respondents differed on race.

Farm, Town, City? Non-respondents differed on where they live.

Pos., Neg.? Non-respondents differed on attitude toward school.

Other (please list)

Children

____ No difference.

More, Less? Children differed on dependability

Higher, Lower? Children differed on school achievement.

Male, Female? Children differed on sex.

Other (please list)

Santa Clara County
SUPPLEMENTARY EDUCATION CENTER
1110 North Tenth Street
San Jose, California 95112

April 24, 1967

Dear Parents:

Constant efforts are being made in Santa Clara County to improve the education of our children. We ask you to help us further this important effort by filling out the enclosed questionnaire. Your answers will identify some of the strengths and weaknesses of education throughout the County. New programs based upon the results of this study will be developed for the benefit of your child and his classmates.

If you would like to participate in this effort, please follow the instructions below:

1. Use the answer sheet to record your answers. Do not use the questionnaire itself.
2. Leave blank the boxes on the answer sheet labeled "COUNTY/DISTRICT/SCHOOL" and "YOUR NUMBER."
3. Use the 3 x 5 cards to make any additional comments.
4. If you need help, ask your child to assist you. He has already completed the questionnaire.
5. Try not to fold or mutilate the answer form.
6. Use the envelope to return the questionnaire, the answer sheet and all materials with your child within the next two days or sooner.

Your child's sixth grade teacher will insure that your answers will be forwarded for data processing.

Thank you for your cooperation.

Sincerely,

PRINCIPAL

TEACHER COORDINATOR

Duane L. Bay

DUANE L. BAY, Director
Supplementary Education Center

DLB:PPP:ag
Enclosures

II. Teacher Instructions for Polling Faculty
(This set of instructions is needed by every elementary teacher coordinator and by only one of the secondary teacher coordinators.)

1. Please schedule a conference with your principal. Discuss with him the following two suggested procedures for administering the questionnaire to your staff. (Note to elementary teachers: You should also ask your principal to approve and sign the letter to the parents.)

   A. Preferred Procedure - Administration During a Faculty Meeting

      1. At some time during the month of April, have the faculty complete the questionnaires during a faculty meeting.
      2. The purpose of the questionnaire should be explained to the assembled staff.
      3. The following should be passed out to each staff member present:
         a. One questionnaire
         b. One answer form
         c. One No. 2 pencil
         d. One ___________ comment card
         e. One cover letter
      4. Announce that the use of the comment card is optional with each staff member. Request that only one comment be written on each card, and explain that extra cards are available.
      5. Write the County/District/School number on the board and give it verbally. Using a sample grid, explain how to darken the proper blanks for this number.
      6. Beginning with the number 800, assign consecutive number to individual staff members. Explain that this number will in no way be used to identify them. The number is necessary to tie the front and back sides of the answer sheet together after data processing. Without it the data would be chaotic.
      7. Ask each staff member to write the number assigned to him in the space provided for "Your Number" and also to darken the proper blanks on both sides of the answer sheet.
      8. Tell them further instructions are attached to the questionnaire.
      9. Ask if there are any final questions.
      10. After all questions have been answered, ask the faculty to begin completing the questionnaire.
      11. After the staff has completed the questionnaire, ask them to:
          a. Pass in the questionnaires with the cover page up.
          b. Pass in the answer forms with Side One up.
          c. Pass in the pencils.
          d. Pass in only those comment cards containing comments.
      12. When all the materials have been collected, fill out the form labeled "Collection Checklist--Staff," a copy of which is included in your envelope.
      13. Store all the materials including the Collection Checklist in your envelope. Then if you are:
          a. Secondary: Give the envelope to your principal's secretary. After all questionnaires for both staff and students are completed, call S.P.A.C.E. at 299-3731. A member of the S.P.A.C.E. staff will pick up the completed answer sheets and other material.

Elementary: See Roman numeral III, "Teacher Instruction for Polling Parents," of this handout.

B. Second Suggested Procedure

1. Discuss with your principal the suggested cover letter for the staff. If it meets his approval, have him sign it. If it does not meet his approval, please feel free to rewrite the letter as necessary.
2. In the space provided on the cover letter write your County/District/School number. Beginning with the number 800, write a consecutive number on each cover letter in the space provided for "Your Number."
3. Distribute to each staff member the following:
   - a. One questionnaire
   - b. One answer form
   - c. One No. 2 pencil
   - d. One ____________ comment card
   - e. One cover letter
4. Give the principal's secretary an envelope in which to collect the forms when they are returned to her. A note on the teachers' bulletin board reminding the teachers to return their forms immediately would help assure 100% participation.
5. All forms and other materials should be returned to the principal's secretary within two days after they are distributed.
6. When all the forms are returned, check them to make certain all answer forms are turned so that Side One is facing up.
7. Complete the Collection Checklist--Staff, a copy of which is included in your envelope.
8. Store all materials, including the Collection Checklist, in your envelope. Then if you are:
   - a. Elementary: See Roman numeral III, "Teacher Instruction for Polling Parents," of this handout.
   - b. Secondary: Give the envelope to your principal's secretary. After all questionnaires for both staff and students are completed, call S.P.A.C.E. at 299-3731. A member of the S.P.A.C.E. staff will pick up the completed answer sheets and other materials.

S.P.A.C.E. NEED SURVEY

Please return this along with
the completed staff forms.

Data Collection Checklist--Staff

Staff Member: ______________________________

County/District/School Number: ____________________

Date: ______________

Total Number of Answer Sheets Given Out: ______________

Number of Answer Sheets Completed: __________________

Number of Answer Sheets Not Returned: ________________

If more than 20% of the staff failed to complete the questionnaire, please indicate the major differences if any between respondents and non-respondents.

S.P.A.C.E. NEED SURVEY

Addendum - Teacher Instructions
(To be observed by teachers when completing the questionnaire)

Please complete all of the boxes as indicated on the instruction sheet except for the following:

VI Age Group - Darken in the one category that best describes the age range of all of the children you teach. For example, if three of your sections are seniors and two freshmen, darken in the blank labeled, "17 - 19 years."

VIII School Achievement - Darken in the one blank that best describes the ability level of all of the classes you teach. For example, if you teach two above average, one average, and two below average classes, darken in the blank labeled, "average."

IX Family Income - Darken in the one blank that best describes the income category of all of the children you teach. For example, if you think that the mean family income level of all of the children you teach is about $8,000.00, darken in the blank labeled, "$7,001 - $10,000."

Santa Clara County
SUPPLEMENTARY EDUCATION CENTER
1110 North Tenth Street
San Jose, California 95112

April 24, 1967

Dear Teacher:

Money exists to attack educational problems in Santa Clara County. The question is, "What are the problems?" We think teachers know. That is why we want you to participate in this Countywide effort by completing the questionnaire in front of you.

This questionnaire was developed by a team of educators and pilot tested in Marin County. Bloom's taxonomy was used to provide a conceptual framework for developing questionnaire items systematically. Each item is tied to a specific level of the taxonomy. The most up-to-date techniques, including use of optical scanning and computerized data processing, will be used to analyze the results.

You will be given the "COUNTY/DISTRICT/SCHOOL" number and a number for the box labeled "YOUR NUMBER" on your answer sheet.

Complete instructions accompany the answer sheet. Nevertheless, if you have questions, please feel free to ask them. Your principal or the teacher he appointed to assist in this task will help you.

Thank you for your participation.

Sincerely,

PRINCIPAL

TEACHER COORDINATOR

Duane L. Bay
DUANE L. BAY, Director
Supplementary Education Center

DLB:PPP:ps
Enclosures

Santa Clara County
SUPPLEMENTARY EDUCATION CENTER
1110 North Tenth Street
San Jose, California 95112

April 24, 1967

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This questionnaire was developed by a team of educators and pilot tested in Marin County. Bloom's taxonomy was used to provide a framework for developing items systematically. Each item is tied to a specific level of the taxonomy. The most up-to-date techniques, including use of optical scanning and computerized data processing, will be used to analyze the results.

If you would like to participate, please follow the instructions below:

1. Use the answer sheet to record your answers. Do not use the questionnaire itself.
2. In the boxes on the answer sheet labeled "COUNTY/DISTRICT/SCHOOL" and "YOUR NUMBER," write the numbers listed below. Darken in the appropriate blanks for these numbers. Be sure to do this on both sides of the answer form. These numbers cannot identify you; they are needed to identify the two sides of a given answer form during data processing.
3. Use the 3 x 5 card to make any additional comments. Please write only one comment on each card. Additional cards are available should you need them.
4. Follow the complete instructions furnished with the questionnaire.
5. When you have completed the questionnaire, please return it, your answer form, and your comment card(s) to the principal's secretary. Please complete and turn in your materials this afternoon or tomorrow morning at the latest.

Sincerely,

PRINCIPAL

TEACHER COORDINATOR

Duane L Bay

DUANE L. BAY, Director
Supplementary Education Center

County/District/School No.________________

Your Number____________________

DLB:PPP:ag
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S.P.A.C.E. NEED SURVEY

Packet Contents Checklist--High Schools

Every high school teacher should have:

One large (12" x 16") envelope marked with your County/District/School number.

It should contain:

_____ questionnaires

_____ answer forms

_____ pencils

_____ green (9th grade) 3" x 5" cards

_____ cherry (12th grade) 3" x 5" cards

_____ Collection Checklist--Students

1 10" x 12" envelope

1 "Teacher Instructions for Polling Students"

One (12th) grade teacher from each high school should have in addition:

_____ answer forms

_____ canary (staff) 3" x 5" cards

_____ letters to staff

1 Collection Checklist--Staff

1 "Teacher Instructions for Polling Staff"

S.P.A.C.E. NEED SURVEY

Packet Contents Checklist--Elementary Schools

Every elementary school teacher should have:

Two large (12" x 16") envelopes marked with your County/District/School number.

One of these envelopes should contain:

35 questionnaires

110 answer forms

70 pencils

30 10" x 12" envelopes

70 white (for parents) 3" x 5" cards

35 buff (for staff) 3" x 5" cards

35 blue (for 6th grade students) 3" x 5" cards

35 letters to faculty

35 letters to parents

3 Collection Checklists (one Students, one Staff, one Parents)

1 "Teacher Instructions for Polling Students"

1 "Teacher Instructions for Polling Staff"

1 "Teacher Instructions for Polling Parents"

S.P.A.C.E. NEED SURVEY

Process and Content Matrix

	1	2a	2b	2c	2d	2e	3a	3b	3c	3d	4	5a	5b	5c	6	7	8	9	10	11
TAXONOMY CATEGORY	Math	Lang. Arts Reading	Lang. Arts Spelling	Lang. Arts Writing	Lang. Arts Speaking	Lang. Arts Grammar	Soc. Stud. History	Soc. Stud. Civics	Soc. Stud. Geography	Soc. Stud. Economics	Science	Fine Arts	Applied Arts	Plastic Arts	Music	Vocational Education	Home Economics	Foreign Language	Health Education	Physical Education
Affective: 1.0 Receiving	11	9		123		47	33		20		67	121		63		90	96		57	
2.0 Responding	69		116	79		66		64	17		94		38	87		13		100	89	
3.0 Valuing	49		120		84	125		21		61	80		115			108		107		119
4.0 Organizing		99	92		110		65	30		56		81	15		31		103	27		54
5.0 Characterization by a Value or Value Complex		58		44	40		37		91	16		19		45	111		114		48	73
Cognitive 1.0 Knowing	36		109		52		60		29		39		24		82		122		112	
2.0 Comprehending		62		118		88		41		78		104		55		77		76		35
3.0 Applying	43				106		74		71		53		14		102		32		85	
4.0 Analyzing		34		22		70		86		46		28		23		15		113		42
5.0 Synthesizing	95		117		75		97		59		18		124		93		26		25	
6.0 Evaluating		12		10		105		72		68		50				98		83		101

```
                                                   FREQUENCY DISTRIBUTIONS

VAR  121 DIFFERENCE VARIABLE        N=   6160*  MEAN=      0.280    MEDIAN=    0.000      SD=    0.871    SKEW=  0.232  KURTOSIS=  2.023

         VALUE          -3.00     -2.00     -1.00      0.00      1.00      2.00      3.00     BLANKS
         FREQUENCY      (  34)    ( 107)    ( 518)    (3503)    (1553)    ( 330)    ( 115)    ( 140)
         PERCENTAGE      0.55      1.74      8.41     56.87     25.21      5.36      1.87
         CUMULATIVE     0.0055    0.0229    0.1070    0.6756    0.9278    0.9813    1.0000

VAR  122 DIFFERENCE VARIABLE        N=   6147*  MEAN=      0.316    MEDIAN=    0.000      SD=    0.795    SKEW=  0.601  KURTOSIS=  2.140

         VALUE          -3.00     -2.00     -1.00      0.00      1.00      2.00      3.00     BLANKS
         FREQUENCY      (  13)    (  51)    ( 417)    (3693)    (1550)    ( 319)    ( 104)    ( 153)
         PERCENTAGE      0.21      0.83      6.78     60.08     25.22      5.19      1.69
         CUMULATIVE     0.0021    0.0104    0.0782    0.6790    0.9312    0.9831    1.0000

VAR  123 DIFFERENCE VARIABLE        N=   6127*  MEAN=      0.497    MEDIAN=    0.000      SD=    0.852    SKEW=  0.355  KURTOSIS=  1.312

         VALUE          -3.00     -2.00     -1.00      0.00      1.00      2.00      3.00     BLANKS
         FREQUENCY      (  19)    (  39)    ( 291)    (3117)    (1976)    ( 559)    ( 126)    ( 173)
         PERCENTAGE      0.31      0.64      4.75     50.87     32.25      9.12      2.06
         CUMULATIVE     0.0031    0.0095    0.0570    0.5657    0.8882    0.9794    1.0000

VAR  124 DIFFERENCE VARIABLE        N=   6133*  MEAN=      0.428    MEDIAN=    0.000      SD=    0.850    SKEW=  0.498  KURTOSIS=  1.479

         VALUE          -3.00     -2.00     -1.00      0.00      1.00      2.00      3.00     BLANKS
         FREQUENCY      (  16)    (  45)    ( 355)    (3343)    (1765)    ( 475)    ( 134)    ( 167)
         PERCENTAGE      0.26      0.73      5.79     54.51     28.78      7.74      2.18
         CUMULATIVE     0.0026    0.0099    0.0678    0.6129    0.9007    0.9782    1.0000

VAR  125 DIFFERENCE VARIABLE        N=   6121*  MEAN=      0.446    MEDIAN=    0.000      SD=    0.874    SKEW= -0.055  KURTOSIS=  1.011

         VALUE          -3.00     -2.00     -1.00      0.00      1.00      2.00      3.00     BLANKS
         FREQUENCY      (  22)    (  84)    ( 448)    (2842)    (2101)    ( 561)    (  63)    ( 179)
         PERCENTAGE      0.36      1.37      7.32     46.43     34.32      9.17      1.03
         CUMULATIVE     0.0036    0.0173    0.0905    0.5548    0.8981    0.9897    1.0000

VAR  126 DIFFERENCE VARIABLE        N=   6122*  MEAN=      0.608    MEDIAN=    1.000      SD=    0.888    SKEW=  0.098  KURTOSIS=  0.606

         VALUE          -3.00     -2.00     -1.00      0.00      1.00      2.00      3.00     BLANKS
         FREQUENCY      (  12)    (  52)    ( 323)    (2568)    (2265)    ( 788)    ( 114)    ( 178)
         PERCENTAGE      0.20      0.85      5.28     41.95     37.00     12.87      1.86
         CUMULATIVE     0.0020    0.0105    0.0632    0.4827    0.8527    0.9814    1.0000

VAR  127 DIFFERENCE VARIABLE        N=   6130*  MEAN=      0.440    MEDIAN=    0.000      SD=    0.874    SKEW=  0.148  KURTOSIS=  1.428

         VALUE          -3.00     -2.00     -1.00      0.00      1.00      2.00      3.00     BLANKS
         FREQUENCY      (  29)    (  61)    ( 389)    (3089)    (1933)    ( 523)    ( 106)    ( 170)
         PERCENTAGE      0.47      1.00      6.35     50.39     31.53      8.53      1.73
         CUMULATIVE     0.0047    0.0147    0.0741    0.5821    0.8974    0.9827    1.0000
```

BASIC DATA STATISTICS

VARIABLE DESCRIPTION	VAR	NO.	N	MEAN	SD	VARIANCE	SKEWNESS	KURTOSIS
3	VAR	151	3773*	✓0.378	0.918	0.842	0.119	1.177
4	VAR	152	3766*	0.609	0.951	0.904	0.028	0.740
5	VAR	153	3762*	0.564	0.903	0.816	0.184	0.900
6	VAR	154	3758*	0.496	0.912	0.831	0.260	0.899
7	VAR	155	3761*	✓0.392	0.913	0.834	0.506	1.232
8	VAR	156	3758*	✓0.224	0.895	0.801	-0.031	1.158
9	VAR	157	3762*	0.538	0.922	0.851	0.192	1.119
10	VAR	158	3740*	0.553	0.880	0.775	0.219	1.099
11	VAR	159	3744*	0.682	0.980	0.961	0.246	0.401
12	VAR	160	3750*	✓0.318	0.866	0.751	0.021	1.456
13	VAR	161	3749*	0.443	0.935	0.874	0.434	1.187
14	VAR	162	3744*	0.632	0.996	0.992	0.232	0.714
15	VAR	163	3743*	✓0.307	0.917	0.841	-0.113	1.597
16	VAR	164	3737*	0.523	0.922	0.850	0.288	1.044
17	VAR	165	3732*	✓0.315	0.893	0.797	-0.041	1.282
18	VAR	166	3721*	0.515	0.889	0.791	0.155	1.140
19	VAR	167	3734*	✓0.289	0.896	0.802	0.066	1.209
20	VAR	168	3740*	0.418	0.983	0.967	0.118	0.984
21	VAR	169	3743*	✓0.383	0.926	0.857	0.278	1.531
22	VAR	170	3736*	✓0.339	0.875	0.765	0.488	1.628
23	VAR	171	3724*	0.484	0.896	0.802	0.213	1.363
24	VAR	172	3728*	0.435	0.930	0.865	0.373	1.200
25	VAR	173	3705*	✓0.323	0.913	0.833	-0.040	1.146
26	VAR	174	3709*	0.505	0.928	0.862	0.094	0.694
27	VAR	175	3718*	✓0.394	0.931	0.867	-0.012	1.325
28	VAR	176	3703*	0.612	0.925	0.856	0.197	0.596
29	VAR	177	3718*	✓0.316	0.855	0.732	0.071	2.032
30	VAR	178	3702*	✓0.363	0.887	0.787	-0.018	1.443
31	VAR	179	3689*	0.429	0.935	0.874	0.290	1.029
32	VAR	180	3695*	0.477	0.910	0.829	0.192	1.250
33	VAR	181	3695*	✓0.315	0.885	0.784	0.180	1.703
34	VAR	182	3690*	0.636	0.962	0.926	0.271	0.767
35	VAR	183	3679*	0.435	0.935	0.875	0.447	1.209
36	VAR	184	3682*	✓0.345	0.890	0.792	0.109	1.518
37	VAR	185	3689*	✓0.323	0.876	0.767	0.154	1.473
38	VAR	186	3677*	✓0.211	0.924	0.854	-0.070	1.211
39	VAR	187	3686*	0.547	0.967	0.936	0.052	0.933
40	VAR	188	3686*	0.406	0.906	0.821	0.125	1.417
41	VAR	189	3684*	0.510	0.946	0.895	0.399	0.905
42	VAR	190	3678*	0.513	0.883	0.779	0.450	0.870
43	VAR	191	3673*	0.483	0.918	0.842	0.139	0.926
44	VAR	192	3675*	0.582	0.979	0.957	0.435	0.534
45	VAR	193	3663*	0.541	0.953	0.909	0.046	0.890
46	VAR	194	3676*	1.078 ✓	1.193	1.423	-0.107	-0.249
47	VAR	195	3621*	1.118 ✓	1.140	1.299	-0.021	-0.389
48	VAR	196	3833*	-8000.000	0.	0.	0.	0.
1	VAR	197	814*	0.404	0.707	0.499	0.603	1.008
2	VAR	198	819*	✓0.370	0.666	0.444	0.856	1.774
3	VAR	199	815*	0.466	0.788	0.620	0.632	1.440
4	VAR	200	814*	0.923 ✓	0.853	0.728	0.041	0.330

```
SANTA CLARA COUNTY EDUCATIONAL NEED SURVEY

CELL PERCENT BASED ON TOTAL  SUM                          CONTINGENCY TABLE NO. 40

SUB-TABLE OF UNITS WITH         STUDEN ON VAR     3    YOUR NUMBER
                   AND     ALUM ROCK ON VAR     2    DISTRICTS

                         VAR 54  OHT ITEM

                         V GRT     GRT      SOME      NO
                         EXT       EXT      EXT       EXT     TOTAL   PERCENT
                         I-------I-------I-------I-------I
              V GRT EXT  I 14.0  I  3.0  I  2.0  I  1.0  I
                         I       I       I       I       I
                         I       I       I       I       I
                         I    14 I     3 I     2 I     1 I    20      20.0
                         I-------I-------I-------I-------I
              GRT EXT    I 14.0  I  8.0  I  2.0  I       I
                         I       I       I       I       I
                         I       I       I       I       I
    VAR 53               I    14 I     8 I     2 I       I    24      24.0
IS ITEM                  I-------I-------I-------I-------I
              SOME EXT   I  5.0  I 11.0  I  8.0  I  1.0  I
                         I       I       I       I       I
                         I       I       I       I       I
                         I     5 I    11 I     8 I     1 I    25      25.0
                         I-------I-------I-------I-------I
              NO EXT     I  5.0  I  8.0  I 11.0  I  7.0  I
                         I       I       I       I       I
                         I       I       I       I       I
                         I     5 I     8 I    11 I     7 I    31      31.0
                         I-------I-------I-------I-------I

                TOTAL         38      30      23       9     100
                PERCENT     38.0    30.0    23.0     9.0             100.0
```

S.P.A.C.E. ASILOMAR CONFERENCE - A REPORT

The Santa Clara County Projects to Advance Creativity in Education (S.P.A.C.E.) Asilomar Conference was designed to provide information to the S.P.A.C.E. Board of Directors to assist them in determining the educational needs upon which S.P.A.C.E. activities from July to December of 1966 would focus. The specific objectives of the Conference included the following:

1. To identify twenty-five perceived educational needs of Santa Clara County.
2. To rank in order of priority the educational needs that were identified.
3. To provide conferees with information about the Supplementary Education Center.
4. To gain a favorable report from conferees regarding the Conference.
5. To gain a favorable report from the S.P.A.C.E. Board conferees regarding the Conference.
6. To involve seventy-five percent or more of the S.P.A.C.E. Board or their alternates in the Conference.

Background

The Asilomar Conference site in California was selected because its location is psychologically removed from the din of San Jose. Yet, the commuting distance of ninety miles was reasonable for all conferees. We were fortunate to obtain this facility on short notice.

Having obtained a site for the Conference, the next task was to select conferees. Through the guidance of the S.P.A.C.E. Board, a subcommittee on conferee selection was created. At the request of this subcommittee, the S.P.A.C.E. staff visited community leaders who had indicated an interest in educational problems.

These community leaders were asked to generate a list of potential conferees who represented a cross section of interests and affiliations and who also met the following criteria: (1) interest in broad educational concerns, (2) articulate, and (3) able to persuade friends and other individuals of the community. The attempt was made to obtain individuals who met the above criteria rather than to secure specific representatives of organizations. It was recognized that each conferee represented several organizations. Our injunction to conferees was to react as informed people rather than as representatives of organizations. A rather extensive listing of occupations and organizations represented at the Conference was compiled.

It was recognized from the beginning that it would be impossible to bring together a truly representative sample of county citizens for the Conference. In the first place, we lacked complete information regarding who to invite. In the second place, even if a representative cross section of the county could have been devised, not all of the persons identified would in fact attend the Conference.

Of the one hundred and seventy-five invitations mailed out, ninety-four people contacted agreed to attend. Eighty-four conferees, including seventeen S.P.A.C.E. Board members actually attended the Conference.

The Conference

The Friday evening session began with an address by Dr. Duane L. Bay, S.P.A.C.E. Director, in which he outlined the purpose and guidelines of the Conference. Following Dr. Bay's remarks, five of the conferees presented "walk-ons" to stimulate interest and provoke thought.

Mrs. Ruby Deranja, cultural leader, pleaded for the school to establish a climate, not just an image of culture. She stressed that "children need to be taught how to see, hear, and touch so that they will come to learn beauty."

Dr. Louis Fein, computer consultant, argued that the most relevant curriculum for a rapidly changing society is a curriculum based upon the concept of teaching people to "learn to learn." Fein claimed that all students will require this approach if they are to live effectively in tomorrow's society.

Mr. Frank Fiscalini, school superintendent, reminded the conferees present that almost one-third of the county's student population is below the minimum standard achievement. Engaging the disinterested, he suggested, may well help to reduce some of the crimes and hardships that occur in Santa Clara County.

Mr. Lino Lopez, Director of the Mexican-American Project, pointed out that the Mexican-Americans of Santa Clara County had the largest school dropout, crime, and dependency rates of any population segment of the county. Lopez stressed that although remarkable progress had been made in automation and space technology, the culturally disadvantaged still lack proper opportunities and status.

Dr. Fannie Shaftel, Stanford University Professor, cited the need to instill in pupils the attitude of human commitment toward people. Shaftel claimed that automation, the computer, and change have spawned a tendency in people to remove themselves from interaction with the lives of others. Regardless of what direction the new curricula or school programs will take, they should always be in terms of the human dimension "so that people will learn to make more life possible for more people in its richest form."

Following the "walk-ons," small group brainstorming sessions were held. At the termination of these sessions, each conferee submitted five written need statements. However, in many cases conferees continued to discuss educational needs far into the night. The S.P.A.C.E. staff compiled and prepared a report of the needs identified. This list was completed in time for the small group sessions on Saturday mornings.

During Saturday morning each small group reached a consensus regarding three needs considered of highest priority. On Saturday afternoon the results of the morning sessions were made available to the conferees who met as a large group. After discussing these need statements, each conferee was given a final chance to write what he thought to be the most critical need identified.

Conference Outcomes

Some of the first set of needs statements focused upon a concern for specific culturally disadvantaged groups. Subsequent needs statements focused upon the educational needs of all students.

One of the threads that ran throughout the Conference seemed to be that the notion of learning to learn had general application to many of the specific needs suggested. Another thread that appeared relevant to many of the specific needs was the idea that pupils need to experience the aesthetical effects of art, music, and culture. Still another thread bearing upon most of the specific needs identified was the thought that pupils needed to develop an attitude of involvement in the interaction of the lives of others.

It was possible to make some policy decisions shortly after the Conference regarding deadlines for the submission of ideas, critical aspects of proposals, and criteria of proposal evaluation. Districts submitting proposals were urged to focus upon the educational need identified as being the most feasible, high priority need for the September 1, 1966, deadline.

COMPLETED NEED SURVEY ANSWER FORMS

		Public Schools	Catholic Schools	Total
Students:	12th Grade	1,147	134	1,281
	9th Grade	1,218	125	1,343
	6th Grade	940	265	1,205
TOTAL		3,305	524	3,829
Teachers:	High School	860	54	914
	Elementary School	636	59	695
TOTAL		1,496	113	1,609
Parents: TOTAL		657	191	848
GRAND TOTAL		5,458	828	6,286

Chi Square Test for Elementary School Size

Category Size (ADA)	1-475	476-699	Over 700	Total
Observed Frequency	19.0	13.0	6.0	38.0
Expected Frequency	16.5	15.2	6.3	38.0

X^2 = .718, not significant at P = .05

Chi Square Test for Secondary School Size

Category Size (ADA)	1-1,550	1,551-1,999	Over 2,000	Total
Observed Frequency	5	11	2	18
Expected Frequency	4.7	10.4	1.8	18

X^2 = .033, not significant at P = .05

IN YOUR OPINION, ARE OUR SCHOOLS DOING:

	Number of Respondents	Percent of Total Respondents
Very Good Job	1,100	17.5
Good Job	4,419	70.3
Poor Job	679	10.8
Very Poor Job	88	1.4

Pooled Discrepancy Scores - More Than .700

(INDICATED NEEDS)

	Pooled	Students		Parents		Teachers		D Sum of Rank of of Students, Teachers, and Parents
	H	E	A	F	B	G	C	
Item No.	Mean Discrep.	MD	Rank	MD	Rank	MD	Rank	
1) 126	1.129	1.078	2	1.217	1	1.201	2	5
2) 127	1.129	1.118	1	.998	5	1.225	1	7
3) 16	.997	.960	3	1.059	2	1.051	6	11
4) 40	.953	.884	7	1.014	4	1.086	3	14
5) 61	.953	.915	5	1.035	3	1.002	10	18
6) 3	.968	.936	4	.908	19	1.075	5	28
7) 26	.918	.890	6	.971	8	.953	14	28
8) 13	.895	.827	10	.965	11	1.021	7	28
9) 72	.887	.793	14	.940	13	1.080	4	31
10) 75	.809	.686	18**	.976	6	1.016	8	32
11) 78	.914	.874	8	.959	12	.986	13	33
12) 15	.881	.859	9	.973	7	.884	21	37
13) 18	.734	.565	18	.966	10	1.016	9	37
14) 56	.836	.802	12	.924	17	.873	23	52
15) 8	.789	.710	16	.866	21	.938	16	53
16) 84	.725	.609	18	.923	18	.899	17	53
17) 4	.738	.639	18	.907	20	.886	19	57
18) 41	.753	.704	17	.968	9	.760	32	58
19) 52	.720	.634	18	.935	15	.816	25	58
20) 108	.737	.612	18	.794	30	.997	11	59
21) 46	.708	.618	18	.937	14	.803	28	60
22) 30	.777	.742	15	.835	23	.831	24	62
23) 21	.739	.657	18	.832	26	.885	20	64
24) 17	.842	.801	13	.737	40	.994	12	65
25) 64	.701	.603	18	.790	31	.890	18	67
26) 94	.731	.632	18	.772	36	.942	15	69
27) 6	.723	.804	11	.596	45	.592	47**	110

* The lowest rank scores indicate the highest degree of discrepancy--the greatest need.

** The score 18 was assigned to those items in the student category which had a lower discrepancy score than the 17 which were above .700. The 45 in the parent category and the 47 in the teacher category have similar explanations.

STUDENTS

High Discrepancy Items Ranked From Highest to Lowest Mean Discrepancy

Student Rank	Item No.	Mean Discrep.	Included Among Pooled High Discrep. Items	Overall Rank N=6,286	Need Area
1)	127	1.118	*	2	Family Life Education
2)	126	1.078	*	1	Drug Education
3)	16	.960	*	3	Personal Economics
4)	3	.936	*	6	General
5)	61	.915	*	5	Personal Economics
6)	26	.890	*	7	Personal Economics
7)	40	.884	*	4	Communication Skills
8)	78	.874	*	11	Personal Economics
9)	15	.859	*	12	Vocational Education
10)	13	.827	*	8	Vocational Education
11)	6	.804	*	27	General
12)	56	.802	*	14	Personal Economics
13)	17	.801	*	24	Conservation
14)	72	.793	*	9	Civic Responsibility
15)	30	.742	*	22	Civic Responsibility
16)	8	.710	*	15	Vocational Education
17)	41	.704	*	18	Civic Responsibility

PARENTS

High Discrepancy Items Ranked
From Highest to Lowest Mean Discrepancy

Parent Rank	Item No.	Mean Discrep.	Included Among Pooled High Discrep. Items	Overall Rank N=6,286	Need Area
1)	126	1.217	*	1	Drug Education
2)	16	1.059	*	3	Personal Economics
3)	61	1.035	*	5	Personal Economics
4)	40	1.014	*	4	Communication Skills
5)	127	0.998	*	2	Family Life Education
6)	75	.976	*	10	Communication Skills
7)	15	.973	*	12	Vocational Education
8)	26	.971	*	7	Personal Economics
9)	41	.968	*	18	Civic Responsibility
10)	18	.966	*	13	Ident. and Solving Problems
11)	13	.965	*	8	Vocational Education
12)	78	.959	*	11	Personal Economics
13)	72	.940	*	9	Civic Responsibility
14)	46	.937	*	21	Personal Economics
15)	52	.932	*	19	Communication Skills
16)	125	.925			Communication Skills
17)	56	.924	*	14	Personal Economics
18)	84	.923	*	16	Communication Skills
19)	3	.908	*	6	General
20)	4	.907	*	17	Civic Responsibility
21)	8	.866	*	15	Vocational Education
22)	106	.842			Communication Skills

(continued on next pg.)

PARENTS (cont.)

High Discrepancy Items Ranked From Highest to Lowest Mean Discrepancy

Parent Rank	Item No.	Mean Discrep.	Included Among Pooled High Discrep. Items	Overall Rank N=6,286	Need Area
23)	30	.835	*	22	Civic Responsibility
24)	49	.835			Practical Math
25)	69	.832			Practical Math
26)	21	.832	*	23	Civic Responsibility
27)	86	.830			Civic Responsibility
28)	68	.825			Personal Economics
29)	43	.800			Practical Math
30)	108	.794	*	20	Vocational Education
31)	64	.790	*	25	Civic Responsibility
32)	98	.776			Vocational Education
33)	22	.774			Communication Skills
34)	47	.773			Communication Skills
35)	53	.773			Ident. and Solving Problems
36)	94	.772	*	26	Ident. and Solving Problems
37)	7	.752			Civic Responsibility
38)	12	.751			Communication Skills
39)	50	.745			Personal Economics
40)	17	.737	*	24	Conservation
41)	105	.718			Communication Skills
42)	123	.718			Communication Skills
43)	90	.708			Vocational Education
44)	2	.701			Communication Skills

TEACHERS

High Discrepancy Items Ranked From Highest to Lowest Mean Discrepancy

Teacher Rank	Item No.	Mean Discrep.	Included Among Pooled High Discrep. Items	Overall Rank N=6,286	Need Area
1)	127	1.225	*	2	Family Life Education
2)	126	1.201	*	1	Drug Education
3)	40	1.086	*	4	Communication Skills
4)	72	1.080	*	9	Civic Responsibility
5)	3	1.075	*	6	General
6)	16	1.051	*	3	Personal Economics
7)	13	1.021	*	8	Vocational Education
8)	75	1.016	*	10	Communication Skills
9)	18	1.016	*	13	Ident. and Solving Problem
10)	61	1.002	*	5	Personal Economics
11)	108	.997	*	20	Vocational Education
12)	17	.994	*	24	Conservation
13)	78	.986	*	11	Personal Economics
14)	26	.953	*	7	Personal Economics
15)	94	.942	*	26	Ident. and Solving Problem
16)	8	.938	*	15	Vocational Education
17)	84	.899	*	16	Communication Skills
18)	64	.890	*	25	Civic Responsibility
19)	4	.886	*	17	Civic Responsibility
20)	21	.885	*	23	Civic Responsibility
21)	15	.884	*	12	Vocational Education
22)	125	.874			Communication Skills
23)	56	.873	*	14	Personal Economics

(continued on next page)

TEACHERS (cont.)

High Discrepancy Items Ranked From Highest to Lowest Mean Discrepancy

Teacher Rank	Item No.	Mean Discrep.	Included Among Pooled High Discrep. Items	Overall Rank N=6,286	Need Area
24)	30	.831	*	22	Civic Responsibility
25)	52	.816	*	19	Communication Skills
26)	53	.810			Ident. and Solving Problems
27)	114	.804			Personal Economics
28)	46	.803	*	21	Personal Economics
29)	90	.775			Vocational Education
30)	58	.775			Communication Skills
31)	74	.773			Civic Responsibility
32)	41	.760	*	18	Civic Responsibility
33)	69	.753			Practical Math
34)	68	.749			Personal Economics
35)	43	.743			Practical Math
36)	50	.736			Personal Economics
37)	7	.735			Civic Responsibility
38)	120	.730			Communication Skills
39)	48	.725			Health Education
40)	106	.725			Communication Skills
41)	109	.725			Communication Skills
42)	49	.717			Practical Math
43)	85	.712			Health Education
44)	91	.708			Personal Economics
45)	25	.703			Health Education
46)	89	.702			Health Education

INTENSITY OF EXPECTATIONS

Ranked by Group in Order of Decreasing Percentage of Respondents Who Indicated Schools SHOULD teach a given item "to a very great extent"

STUDENTS N=3,829

Rank	Item	Percentage
1)	126	50.4
2)	8	48.61
3)	127	47.0
4)	4	39.08
5)	40	37.96
6)	41	35.52
7)	15	34.36
8)	52	34.34
9)	64	33.76
10)	18	33.67
11)	3	31.21
12)	21	29.73
13)	46	28.57
14)	84	26.8
15)	78	26.10
16)	17	26.02
17)	75	25.36
18)	61	25.27
19)	30	24.67
20)	72	24.28
21)	16	23.38
22)	13	23.01
23)	94	22.9
24)	26	21.98
25)	108	21.1
26)	56	19.13
27)	6	17.68

PARENTS N=848

Rank	Item	Percentage
1)	4	47.06
2)	126	42.2
3)	64	40.89
4)	21	39.97
5)	40	39.71
6)	52	39.54
7)	8	39.30
8)	18	39.18
9)	41	36.72
10)	127	33.0
11)	94	31.9
12)	13	30.56
13)	3	30.37
14)	84	29.7
15)	46	27.54
16)	15	27.38
17)	108	24.5
18)	17	24.48
19)	30	21.21
20)	61	20.19
21)	75	20.09
22)	78	19.63
23)	72	19.41
24)	16	18.91
25)	6	15.85
26)	56	14.61
27)	26	14.32

INTENSITY OF EXPECTATIONS

Ranked by Group in Order of Decreasing Percentage of Respondents Who Indicated Schools SHOULD teach a given item "to a very great extent"

TEACHERS N=1,609			POOLED N=6,286		
Rank	**Item**	**Percentage**	**Rank**	**Item**	**Percentage**
1)	40	52.47	1)	126	47.73
2)	4	47.54	2)	8	46.05
3)	21	46.51	3)	127	43.57
4)	3	46.39	4)	4	42.31
5)	64	45.83	5)	40	41.92
6)	127	45.3	6)	64	37.81
7)	8	43.47	7)	18	36.77
8)	18	42.89	8)	41	36.41
9)	94	41.0	9)	21	35.39
10)	72	39.0	10)	3	34.97
11)	41	38.39	11)	52	34.50
12)	108	35.8	12)	15	31.62
13)	126	35.7	13)	46	29.20
14)	13	34.33	14)	94	28.78
15)	17	32.76	15)	84	27.9
16)	52	32.26	16)	17	27.54
17)	46	31.58	17)	72	27.26
18)	84	29.5	18)	13	26.92
19)	15	27.31	19)	78	25.46
20)	61	27.19	20)	108	25.38
21)	75	27.17	21)	75	25.12
22)	78	26.96	22)	61	25.09
23)	30	24.44	23)	30	24.15
24)	26	23.90	24)	16	22.34
25)	16	21.66	25)	26	21.20
26)	56	21.53	26)	56	19.14
27)	6	16.50	27)	6	17.14

Pooled Discrepancy Scores - Less Than .399

(ATTAINED GOALS)

	I Rank				II Mean Discrepancy			
Item No.	A Students	B Parents	C Teachers	D A+B+C	E Students	F Parents	G Teachers	H Pooled
1) 14	2	2	2	6	.170	.193	.114	.158
2) 70	1	16*	3	20	.064	.455	.138	.135
3) 11	7	9	7	23	.224	.330	.240	.242
4) 20	4	7	15	26	.180	.310	.319	.233
5) 118	6	16	10	32	.211	.568	.282	.300
6) 60	3	16	17*	36	.177	.495	.457	.291
7) 36	5	16	17	38	.198	.633	.544	.345
8) 38	33	1	4	38	.375	.185	.185	.300
9) 101	36	3	1	40	.383	.203	.076	.280
10) 113	19	16	5	40	.315	.426	.227	.307
11) 88	8	16	17	41	.224	.604	.548	.359
12) 34	10	16	17	43	.242	.514	.532	.352
13) 1	11	16	17	44	.277	.618	.477	.374
14) 102	28	10	8	46	.339	.337	.252	.316
15) 99	13	16	17	46	.289	.446	.488	.361
16) 71	16	16	17	49	.296	.408	.439	.347
17) 55	30	5	14	49	.361	.266	.316	.336
18) 87	37	4	9	50	.392	.219	.264	.336
19) 83	34	16	11	51	.378	.466	.285	.366
20) 82	27	12	13	52	.337	.370	.312	.336

* The lowest rank scores signify the goals that have been most adequately attained. The score 16 was assigned to those items in the parent category which had a higher discrepancy score than the 15 items which fell below .399. The score 17 was assigned to similar items in the teacher category for the same reason.

STUDENTS (cont.)

Attained Goals--Low Discrepancy Items in Order of Increasing Discrepancy

Students' Rank	Item No.	Mean Discrep.	Included Among Pooled Low Discrep. Items	Overall Rank	Curriculum Content Area
21)	92	.318			Language Arts
22)	2	.319			Language Arts
23)	37	.319			History
24)	105	.323			Language Arts
25)	117	.323			Language Arts
26)	80	.331			Science
27)	82	.337	*	20	Music
28)	102	.339	*	14	Music
29)	116	.345			Language Arts
30)	55	.361	*	17	Art
31)	110	.363			Language Arts
32)	65	.365			History
33)	38	.375	*	8	Art
34)	83	.378	*	19	Foreign Language
35)	33	.382			History
36)	101	.383	*	7	Physical Education
37)	87	.392	*	18	Art
38)	107	.394			Foreign Language
39)	76	.394			Foreign Language
40)	67	.397			Science

PARENTS

Attained Goals--Low Discrepancy Items in Order of Increasing Discrepancy

Parents' Rank	Item No.	Mean Discrep.	Included Among Pooled Low Discrep. Items	Overall Rank	Curriculum Content Area
1)	38	.185	*	8	Art
2)	14	.193	*	1	Art
3)	101	.203	*	9	Physical Education
4)	87	.219	*	18	Art
5)	55	.266	*	17	Art
6)	115	.288			Art
7)	20	.310	*	4	Art
8)	73	.327			Physical Education
9)	11	.330	*	3	Math
10)	102	.337	*	14	Music
11)	104	.338			Art
12)	82	.370	*	20	Music
13)	45	.370			Art
14)	19	.387			Art
15)	67	.396			Science

TEACHERS

Attained Goals--Low Discrepancy Items in Order of Increasing Discrepancy

Teachers' Rank	Item No.	Mean Discrep.	Included Among Pooled Low Discrep. Items	Overall Rank	Curriculum Content Area
1)	101	.076	*	9	Physical Education
2)	14	.114	*	1	Art
3)	70	.138	*	2	Language Arts
4)	38	.185	*	8	Art
5)	113	.227	*	10	Foreign Language
6)	5	.238			General
7)	11	.240	*	3	Math
8)	102	.252	*	14	Music
9)	87	.264	*	18	Art
10)	118	.282	*	5	Language Arts
11)	83	.285	*	19	Foreign Language
12)	93	.311			Music
13)	82	.312	*	20	Music
14)	55	.316	*	17	Art
15)	20	.319	*	4	Science
16)	73	.379			Physical Education

Attained Educational Goals Ranked by Mean Value for the "SHOULD teach" score

Priority Rank	Item No.	"SHOULD teach" Mean Value	Overall Rank	Curriculum Content Area
1)	36	2.463	7	Math
2)	1	2.083	13	Math
3)	88	1.934	11	Language Arts
4)	60	1.887	6	History
5)	20	1.869	4	Science
6)	34	1.732	12	Language Arts
7)	11	1.724	3	Math
8)	118	1.710	5	Language Arts
9)	99	1.708	15	Language Arts
10)	71	1.664	6	Science
11)	55	1.412	17	Art
12)	101	1.378	9	Physical Education
13)	87	1.375	18	Art
14)	83	1.371	19	Foreign Language
15)	70	1.354	2	Language Arts
16)	82	1.317	20	Music
17)	113	1.288	10	Foreign Language
18)	14	1.285	1	Art
19)	102	1.276	14	Music
20)	38	1.133	8	Art

Comment Cards Totals

Respondent Group	Respondents Who Used Comment Cards
Sixth Grade	167
Ninth Grade	473
Twelfth Grade	524
High School Faculty (HSF)	179
Elementary School Faculty	63
Parents (P)	125
Catholic School Faculty	16
Catholic School Parents (CP)	49
Catholic School Students (CS)	148
TOTAL	1,744 = 28.1% of total participants

Comment Cards' Salient Points Frequently Mentioned

Criticisms of Survey	6th	9th	12th	HSF	ESF	P	CS	CP
Repetitious	19	83	140	45	10	12	21	4
Ambiguous		11	20	20	4	11		1
Stupid		38	33	11	1	2		2
Waste of time and money		11	34	21	7	10	1	
Good	24	55	43	1	1	2		
Bad			29	3				
Should be able to indicate school level or student group referred to	8	21	53	46	3	11	3	1
More elaboration on answers		2	16	8				
Better answer categories		4	9	7	2			
Too long	4	9	29	9	1	7	2	
Not valid				24	7			
Items too traditional				5				
Too much art, health, PE, music	10	19	24	14		2	7	
Doesn't cover real school problems			13	1	1			
Poorly phrased questions		9	18	10	1	3		
Purpose?				2	3			

Comment Cards Salient Points Frequently Mentioned

Suggestions for Schools	6th	9th	12th	HSF	ESF	P	CS	CP
Subject Areas:								
More arts	30	10	15			7	3	1
More music	11	7				3	2	1
More family life education	9	25	15	2	2	3	11	2
More drug education	9	35	15	1		2	11	4
Foreign language and culture	2	6	12			2	6	6
More physical education	7	6				3	11	5
More math	3	4				5	1	1
More science		3	3			3	1	
More humanities		3	9					
More English		3	7			6	1	2
Grading criticisms		25	7				14	
Teacher criticisms	2	49	20			8	3	
Rules criticisms	1	12	24					
More creative, individual development, personalized education, less pressure to conform		26	34					
No segregation of sexes							11	

Infrequent But Insightful Comments

Comments:	6th	9th	12th	HSF	ESF	P	CS	CP
Meaning of "extent"			4	4				1
More questions about extra curricular school atmosphere, environment, teaching methods, homework, etc.		4	7					
More time to answer thoughtfully		2	4	5				
Questions hard to understand	7							
Questions for grownups or older students	8							
Administrators should know their answers						8		
Invasion of privacy								2

THE END

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